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January, 1942

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

The United States of America in the year 1942, caught within the whirlpool of perhaps the greatest cataclysm that has ever affected this human world of ours, finds itself, especially in the field of education, adrift with the many cross currents of opportunism. What to teach—ever a burning question of the old and new education—is still not determined. To teach for the present or for the future, to train masses for part-time wartime jobs calling for manual dexterity solely, or to think of what the individual will do in the aftertime, to turn away from our de-emphasis upon war or to make war a glorious and worthwhile adventure, to stop teaching of mundane subjects and to include the study of war as a science, to instigate in our youth in their games the will to win and not merely to play the game, to indoctrinate our pupils with the righteousness of our cause, or to treat all wars from a historical perspective, to make might right or to show that right and might can be one and the same thing, to attempt to carry on in education or to cut and raise a generation educated to live in the moment, to prune out the deadwood of educational craft or to consider everything holy as is, these are just a few of the problems before educators of the nation.

* * *

It is much too early to fathom how public education is to weather the storm financially with some 50 per cent of national income to be given over to war purposes. The case of private educational institutions is already worsening in spite of the fact that in the early depression years the weakest of these institutions were wiped out. Now the strongest, with the lessening of enrollments and the curtailments of endowments, are seeing tremendous difficulties ahead. With many communities already extended with war-time productions, with little unemployment, with taxes being paid upon the dot, one would naturally suppose that the schools, the foundation structure for the teaching of democracy, would be supported. But other communities dependent upon factories with no priority ratings are facing a desperate situation. With agriculture in better status than it has been for years, it appears that the rural areas of the country will stand the current crisis in better shape than urban communities not dependent upon war industries for a livelihood. The justification for the ruining of great numbers of our population comes from the reasoning that it is better for half to lose their means of livelihood than for the whole nation to suffer defeat and degradation. If the war continues for a decade or more, many reason it little matters whether we keep school or not, because all we need is to train our youth to make arms or to bear arms. The two schools of thought of trying to continue business as usual and of overturning everything for the emergency are in direct opposition. Those favoring the first point argue that those nations that attempt to carry on as usual have the strength to survive, while those who give all for total war effort have nothing left to sustain them if defeat comes. It is hoped that total educational blight may not be ours to experience.

The violent controversy between those educators adhering to what might be called "Fundamentalism in Education" and those favoring the part of those who call themselves "Progressives" has not been stilled by these wartimes. In fact, the argument, if anything, is more acrimonious and perhaps quite pertinent, for both sides have their facets of excellence. What the progressive educator has been fighting against is the rote teacher, of whom millions still exist, who have solidified a small amount of knowledge, who come to the classroom and year after year drip out bits of it in the same old way, and at the end of the day turn the spigott off, go home, and return the next day to repeat the process, having given no time to considering the next day's work, because what is taught is the result of a solidification of a decade or more ago. The fundamentalist sees the need for accurate knowledge, training in ability to accomplish a set task, and the instilling of the idea that there is no "easy road to learning." One of the more recent fulminations in regard to "soft" education as exposed by war is by Henry Grattan Doyle of George Washington University, Washington, D. C. We quote from parts of his exposition —"If there are any compensating factors whatever in anything so terrible as the war that has been thrust upon us, one such beneficent result will undoubtedly be the eclipse—let us hope the permanent eclipse—of 'soft' education, as preached by some of our 'soft' educationists. I have in mind particularly that delightful discovery 'Captivating Education,' advocated in the manifesto of educational futility known as *What the High School Ought to Teach*, published a year or so ago under the sponsorship of the American Youth Commission. According to this educational masterpiece, 'one should select for the ninth grade the most captivating studies that can be found,' while the program of the present 'traditional' first year of the four-year secondary is characterized as 'vicious' and 'uninviting.' Included among 'vicious aspects of the ninth grade,' according to the educational deep thinkers who prepared this report—or who at least signed it—are 'required courses in English composition and algebra and two or more courses from the following: foreign language, science, history.' Even vocational education fails to get the indorse-

ment of these apostles of the 'inviting' and 'captivating' in education.

"What the war and the national defense effort have already done is to justify the 'traditional' program of the 'vicious' ninth grade. Exact knowledge, mastery of such fundamental intellectual tools as mathematics and language (native and foreign), together with thorough training in science, have again been shown by the logic of events to be essential for the maintenance and preservation of our American 'way of life.' In other words, the wisdom of the 'traditional' educational program, developed out of the experience of generations of the human race, has again been clearly demonstrated.

"The pity of it is that those responsible for American educational policies should have for some years past allowed themselves to be beguiled by the 'lunatic fringe' among professors of education into acceptance of the half-baked philosophy that anything 'traditional' is somehow wrong, or backward, or disrespectable or 'not quite nice' (or shall we say, not sufficiently 'captivating'?).

"It has taken a shock to wake up Americans to the permanent values of their traditions, whether in life, in politics, or in education. Let us hope that they never again lose sight, even temporarily, of those values, whatever left-wing educators, 'frontier thinkers,' 'ultra-progressives,' in short, the combined 'lunatic fringe' in education, may advocate.

"Two of the bubbles of the 'captivating education' on which 'soft' educators seem to dote have already been effectively pricked. I mean their proposals that foreign languages be replaced by something called 'general language,' and algebra and geometry replaced by a vague something else, called 'general mathematical principles.'

"This much is obvious to any reasonable person: You can't turn out engineers and physicists, and chemists, and mechanics, and airmen and navy, army, and officer personnel on the basis of 'general mathematical principles'—they've got to have training in exact, honest-to-goodness sequential mathematics.

"You can't communicate by means of 'general language' with a German prisoner, or a 'Free French' collaborator or a Latin-American 'good neighbor'—you've got to know German, or French, or Spanish or Portuguese.

" 'General language' will never give us the thousands of interpreters, or the radio listeners, or translators, or speakers, or writers, or intelligence operatives experienced in foreign languages that we shall need.

"And if someone replies that war conditions are abnormal conditions, the answer is that for many years, perhaps generations, after the war we shall have to help rebuild the world, and in that task, too, mathematics and language will be fundamental tools, as indeed, they have always been basic tools of all human progress. For it is language sense and number sense, together with the capacity to remember and record and profit by past experience (history, in other words, another pet aversion of 'captivating education'), that have distinguished humanity, to the extent that it is distinguishable from the brute beasts."

* * *

Close correlation between household alarms and schoolwork has been the subject of sociological study for many years, but it is likely was never to be more pertinent than at the present moment when pupils' failures in school can be caused by the war fear of parents. Dr. Caroline B. Zachry, who has just been appointed to the directorship of the Bureau of Child Guidance of the Board of Education of the city of New York, says parents who do not want their children to be backward in school or to misbehave there can help a lot by keeping themselves from going to pieces over worries and anxieties about the war. She considers the connections between the war worries of a parent and the classroom problems of many children as immediate and direct. Dr. Zachry states that it is important that adults keep their heads, because children take over the anxieties and worries of grown people very quickly. She says the child of a worried parent often stops eating properly, becomes the victim of bad dreams, takes to day-dreaming in class instead of doing his work. She adds that it is not just enough for the parents to keep from discussing their anxieties about the war before their children. The adults have to be stable and able to face things. They must have the ability to face each day as it comes, to tackle the work of each day as it arrives. They can't just pretend not to be worried. Children catch on very quickly to the emotional state of their parents. They aren't fooled very much by what is said. Dr. Zachry says that the financial and employment worries of parents during the depression had a profound and noticeable affect on adolescents. Now that such worries seem to have receded, care should be taken lest war worries take their place to continue similar harm.

* * *

The teaching of English to the foreign-born and to the children of the foreign-born has been one of the desultory failures of our educational system. It is almost axiomatic that schools in sections where the parents are mostly foreign school work is of low caliber. This follows from the fact that English is the language of the school and not of the home, and the problem is aided little by the fact that the teacher can not get the meanings of English words across as she does not know their parallelism in the foreign language. Frank W. Thomas of the New York University School of Education advocates as a solution that English should be taught to the foreign-born as though it were a foreign language and that it should be taught through the use of the pupil's native tongue. Mr. Thomas, who conducts a course on the methods of teaching English to the children of the foreign-born, has been studying the problem for the past ten years. He considers it a major error for the Board of Education of New York City to insist that English classes for persons brought up in a foreign language be conducted solely in English with no reference to the student's original native tongue. He says that as a result of the inability of students to comprehend subject-matter taught in a language which to them is foreign, they do poorly not only in learning English but in learning other subjects, since they never get the opportunity to master an abstract thought. As for children of foreign-born, boys and girls who speak a foreign language at home, Mr. Thomas states, they naturally do not get enough experience in English and have a limited vocabulary, read poorly, and fail to comprehend the principles of grammatical construction. They also take longer in mastering English idioms.

Western School News

Edited by MORRIS WAGNER

FIRST AID INSTRUCTION IN BAKERSFIELD

Bakersfield city school teachers, teachers from neighboring county schools, and school nurses met early in December in the Washington School in Bakersfield to discuss organization in elementary schools to insure to all students practical First Aid knowledge, suitable to their age level. Much credit is due the nurses for their aid in stimulating interest and in planning the meeting. Mr. Raymond T. Neideffer, Assistant Superintendent of Bakersfield City Schools, represented the Curriculum Department of the City Schoools, and Miss Elcy McGovern and Miss Glenda Liddell, the County Schools Department.

A tentative outline of instruction suitable for the seventh and eighth grades was discussed which includes as major points wounds and their treatment, bleeding, shock, rescue, artificial respiration, fractures, burns, dressings and bandaging. The materials of instruction for assistance in the course was thought of as teacher reference, the best guide being the American Red Cross First Aid Textbook, Revised Edition. Pupil printed material in the form of the Handbook for Boys, Boy Scouts of America, was recommended as the best available material. Additional research is to be undertaken to locate suitable films and slides for aid in instruction. One of the most important aspects of instruction in First Aid is actual demonstration. Some of the materials necessary, as suggested, are old magazines and newspapers, triangle bandage, dressings made from extra rags from the home with information as to how to clean and sterilize these bandages, one blanket for each squad, common baking soda and a few other simple articles.

A few correlated activities were suggested in connection with the instruction. For example, First Aid kits might be made by students in the shop and placed at strategic points in the buildings, to be ready in case they are needed. These kits would be supplied with the proper material for the usual First Aid requirements. Naturally, a part of the instruction would be the knowledge of what constitutes simple First Aid materials.

COMMON COLD CAUSES MOST ABSENCES

An estimated 18 million people were suffering from colds during the week end of November 15, according to a Gallup Poll. Assistant Surgeon General Robert Olesen is reported as saying that studies among school children disclose the "disturbing fact that common colds are responsible for one-fourth of all absences." On November 22 the Associated Press reported: "A comprehensive effort to determine what causes the common cold has been started by the University of California Medical School. Ten research doctors will collaborate two years on the problem, an attempt for the first time to bring together all the known facts about what causes individuals to become susceptible to colds and other respiratory diseases."

* * *

ALREADY TEACHERS have heeded the call to better paid jobs in war industries and business and are leaving classrooms by the tens of thousands. It is estimated that there will be a shortage of some 60,000 teachers in the nation's schools by the end of this school year. The greatest loss is from rural areas adjacent to big cities or from sections where new wartime industries have been set up. Among great masses of teachers in rural areas in the $600 to $1000 wage class the higher pay in industry is most attractive.

THEATER NEWS

Katherine Cornell begins a two-week engagement at the Curran Theater January 19 in *Rose Burke*, a new play written specially for her by Henri Bernstein, the distinguished French playwright. The role Miss Cornell enacts is that of a celebrated sculptor in contemporary New York. Opposite her is Philip Merivale, playing the part of a man of affairs entrusted with a weighty government mission. Guthrie McClintic has again directed Miss Cornell.

Opening January 17 at the Geary Theater is the comedy riot *My Sister Eileen,* adapted from the short stories by Ruth McKenney which appeared in the *New Yorker*. George S. Kaufman's direction makes this a play of the caliber of *The Man Who Came to Dinner* and *You Can't Take It With You.*

* * *

EDGAR E. MULLER, Superintendent of Schools, Alameda County, has sent the following notice to all book companies:

"This is to notify you that the proposed Hayward book exhibit for the benefit of Alameda County teachers will not be held this year. This decision has been reached in view of the heavy drains on both business houses and individuals occasioned by the war. The administration thoroughly appreciates the cooperation of the book people in offering to exhibit under trying circumstances.

"Every effort will be made to induce teachers to visit the exhibit at the San Francisco Convention, and a plan will be worked out whereby they may receive Institute credit for spending time reviewing books."

NOW! THE ELEMENTARY ENGLISH REVIEW is publishing, in the early 1942 issues, the following papers which are significant TO US NOW:

English Teaching in Argentine and Brazil
By ROBERT KING HALL, Assistant to the Director of the Commission on English Language Studies.

Implications of the Defense of American Tradition to the Teacher of English in the Elementary School
A series of papers read before the National Council of Teachers of English. By ANNIE M. MCCOWEN, Colorado State College of Education; PAUL WITTY, Northwestern University; MILDRED A. DAWSON, University of Tennessee.

Studies of Reading Skills and Abilities
By WILMA LESLIE GARNETT, Kent State University, Kent, Ohio; LEONARD BLOOMFIELD, Graduate School, Yale University; C. DE WITT BONEY, Principal, Nassau School, East Orange, N. J., and others.

Shall Our Children Read the Comics? A Symposium
By FRANK CUTRIGHT, JR., George Peabody College for Teachers; ROBERT VIGUS, George Peabody College for Teachers; H. O. GRAUEL, State Teachers College, Cape Girardeau, Missouri; FRANKLYN M. BRANLEY, Lakeside School, Spring Valley, N. Y., and others.

A post card will put you on the mailing list to receive the spring numbers. You will be billed the following month.

THE ELEMENTARY ENGLISH REVIEW
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The Sixth Grade Studies Heavier-than-Air Craft

By EMMA J. ROBINSON, Training Teacher
Sixth Grade, University Elementary School, UCLA

"Oh, boy! We're going to fly our gliders today." It is truly a lift and a thrill to see forty streamlined gliders poised for flight!

The study of aeronautics and the making of gliders is such a tradition in the 6B grade that it is scarcely necessary to plan an environment. The room was arranged with interesting objects in the field of aeronautics. The bulletin board contained clippings and pictures of pertinent happenings of the past summer—the Hughes and Corrigan flights, the Pickaback flight, the new Los Angeles Airport at Mines Field, the Elmira Glider Meet at Elmira, New York, and other interesting occurrences. The library table contained books on aviation which are of interest to children. Another table contained aeronautical magazines.

A few children drifted in early and looked around the room. One boy asked, "What are we going to study? Aeronautics?" Others were overheard saying, "I hope we make gliders." When asked what they wanted to study the group ran true to form and said aeronautics. Soon there was a lively discussion about the Hughes and Corrigan flights and their relative importance. Some felt Corrigan was the more important, and others felt Hughes had done the greater thing. It was decided that since Hughes' flight was made in the interest of science it depended on the way in which one looks at the question. The discussion turned to the trans-Atlantic flight of the Pickaback plane. One boy told something no one else had heard, that both planes had to have their motors going to take off and get into the air. Another child told why one plane took off from the back of the other—so that it could carry a heavier cargo of gasoline and freight. The new DC-4 was a popular subject for discussion. Its size and capacity were marveled at, and many children told about the different times they had seen it. The height of the wheel was mentioned—5 feet, 1 inch—and the children decided it was taller than most of them. A discussion of the glider meet at Elmira, New York, seemed to bring things to a climax and everyone wanted to know when they could start making the gliders so they could have a meet of their own.

The children decided that they needed balsa wood and good plans by which to make their gliders. In glancing over their plans they encountered their first difficulties (in individual reading) —parts and uses of parts, fuselage, angles of incidence, camber, and so on. They studied terminology in books and in prepared material, looked at pictures, examined a model glider, and labeled different parts in a diagram on the board. They felt they were now ready to draw plans on the wood for the fuselage. They wanted to know the purpose of streamlining, compared modern planes and their speed with early planes, talked about and drew diagrams of the natural form of a drop of water going through the air, thus learning the elemental factors of air resistance. Each morning the children evaluated the construction work done on their fuselages during the previous day.

Many of the children cut the outline of their wings on the electric saw. They measured from tip to tip of wings and drew the exact center, discovered the meaning and use of camber, read prepared material; drew diagrams on the board; and learned the law of lift, the area of suction or less pressure caused by the rush of air over the camber. They measured and drew the highest point of the camber—one-third of the way from the leading to the trailing edge—learned to use long strokes in sanding the wings, evaluated the work on the wings to see if everyone had the proper curve from leading edge to the highest point of camber and down to the trailing edge, learned the importance of perfect balance for flight, and tested wings on a knife edge for balance.

The children drew plans on wood for the stabilizer and rudder and cut these on the electric saw. They discussed the need for camber and leading and trailing edge on the stabilizer, also the streamlining of the rudder. They learned the purpose of negative angle, the tilting of wings, and the effect of wind and they discussed the use of the wind tunnel for testing models.

The children worked at various speeds on the construction work, and on approaching completion, the fast workers saw the need of helping the slow ones. During the final steps of completion the children wanted to know why the glider would not fly without a dihedral angle. They read books, prepared material, drew diagrams, and discussed the principle of the difference in the surface of air and air pressure when the wing is tipped by means of a dihedral angle, demonstrated the working of the dihedral angle by laying one of the wings flat on the table and spinning it around.

The boys and girls continued construction, cooperating to complete the gliders. They wanted to know why the nose had to be weighted; they discussed gravity and understood its principles in practical form, thus increasing their appreciation of natural forces; they talked about power dives and forward flying speed; they demonstrated that light and heavy objects fall at the same rate of speed, and so on. They assembled the gliders and tested them for balance and wing placement. They made their trial flights, obtaining their first real satisfactions from their weeks of construction. On coming indoors they evaluated the actual flights of their gliders and discussed the effects of air currents on the flight; also the effect of air currents on the land where they made their trial flights. They drew a diagram of the hill and discussed air movements; talked about the actual performance of their gliders on these test flights; read prepared material to find out more about air movements; discussed air pockets, warm and cold air, rising currents, clouds and their formation—conditions for which the pilot looks in selecting a place for gliding. They shared their conclusions, made reports on their problems, using original diagrams throughout. Then they reviewed the principles of flight, and clinched their concepts as to why gliders fly. (The new principles in air movements involved the necessary distribution of energy and its effects. The air, because of the convection currents caused by the difference in temperature between the ocean and the land, moved toward the hill. The only direction in which it could continue to move, once reaching the hill, was up.)

They discussed the actual flight of their gliders and why not all the flights were successful, discussed and remedied mechanical errors, referred again to the principle of convection currents to solve the question of why their gliders hit the air bumps, established a new fact for themselves, namely, that the source of heat most affecting the earth is the sun. In their words, "The sun shines on the street at the bottom of the hill and heats it up; the hot air rises and causes the air bumps." They recalled the effect of gravity and summarized it:

Gravity is the engine of the glider. It causes the glider to move through the air. Part of the air goes over the cambered top where an area of less pressure is formed that lifts the glider. Part of the air passes beneath the wing where it is compressed and pushes the glider up. Two-thirds of the lift is on the top, and one-third is at the bottom.

The children were now ready to have a glider meet. They reviewed the launching of gliders, talked about helping others whose flights were not entirely successful, and invited the school to attend. They experienced satisfaction with good construction and successful flights, and dissatisfaction with poor flights. They enjoyed talking about the beauty of some flights and the things of which the glider reminded them.

They wished to express their experiences in prose or poetry so they listened to selections from "Cloud Riders" telling about a real glider, learned what is meant by expressing things in an unusual manner, shared another child's appreciation of a flight, and wrote their own appreciations.

The children made an excursion to the factory of Mr. Bowlus, one of California's early gliders, where they learned much about the construction of gliders through firsthand observation of Mr. Bowlus' own glider. They learned much about the economic possibilities of gliding coupled with the geographic factors underlying glider flights. (Topographical comparison of the terrain at Elmira, New York, and the German Wasser-Kuppe show that California had many potential fields in comparison with the two others.) They learned that bubble or thermal flying is based on the principle of rising air currents. They were interested in glider piloting, the trend in gliding, and the development of this activity in the United States.

The children were now ready and eager to know who designed the first flying machine. They read prepared material, a general outline of the history of man's attempts at motorless flights, selected a few important men, read books and made reports on such men as Leonardo DaVinci, Mouillard, Cayley, Hensen, and Stringfellow, Langdy, Lilienthal, Pilcher, Montgomery, Chanute, Wright Brothers, and Bowlus. These reports were shared with the group, and satisfaction was experienced in contributing to group knowledge. They learned that all early designers studied birds and their flights, that man has considered the idea of flight for many centuries, and that successful flight has been achieved only recently.

The children needed to visit the Douglas Aircraft Corporation. They discussed objectives, such as the manufacture of airplanes, streamlining, materials used, construction of wheels and retractable landing gear, air conditioning and insulation for noise, safety conditions. On arriving at the Douglas plant they found that only American citizens were allowed to go through the plant and no cameras were allowed. The guides were interested and intelligent in answering the children's questions. The children examined and learned about the new B-18A bombers, a plane for the United States Navy. (Fabric is used upon movable parts of the wings, rudder, and stabilizer; duraluminum is the metal used; radio antennae and directional finder are located on the outside of the plane; propellers have three blades and are painted brown on the back to keep reflection from the eyes of the pilot; Hamilton full-feathering propellers are used; the motors are Wright Cyclone and Pratt Whitney.)

After the trip to the Douglas airport the children wanted to study modern aeronautics. They read and talked over material to help in the selection of important problems so that each might choose one and make a report, such as instruments and control or panel board, development of radio, weather service, motors and how they work, how a plane is built, types of planes, airport layout, runways and lighting, airways, stratosphere flying, and the like. They learned to combine materials from several sources in reports, but felt need for firsthand information in order to get materials for reports and rhythms.

The children decided to visit Union Air Terminal. They talked about the trip and formulated the following objectives: 1. See and find out about propellers. 2. What is feathering? 3. See pusher type plane. 4. See transports take off and land. 5. Visit a hangar and see how it is used. 6. Visit weather station and see how weather maps are made. 7. Visit dispatching office. 8. Visit the radio room. 9. See how the operator works. 10. See the inside of a transport and find out how instruments

(*Continued on Page* 8)

and controls work. 11. See layout of the field.

The children's visit to the airport was a rich one. Each one shared his understanding and appreciation of the trip by telling what he particularly enjoyed, in a paragraph to be put in a group letter addressed to the guide of the airport. The group developed a real feeling for the power and speed of the transport; showed an understanding of the methods and devices for the safety and comfort of the passengers through the efforts of the radio division, weather service, construction and maintenance of the planes, the serving of meals on board, the modern instruments, and the high standards for personnel.

After their visit to the Douglas Aircraft Corporation the children desired to use the propeller as a means of creative rhythmic expression. They learned about propellers—their shape, how they worked, how they are feathered—through reading and firsthand observations. They saw and appreciated their power and speed. They grew in knowledge and understanding of propellers. The group worked out and thought through many different ideas for indicating propellers with their bodies. They came to an understanding that rhythmic expression is not a realistic representation of an idea but a feeling for the thing. They couldn't be propellers, but they could give the impression and feeling of being propellers. The children desired to show the propeller in many ways. They discussed and evaluated ideas and decided on a sequence of three patterns showing propeller with one person, two, and a more complicated pattern of three. There was a unity of the whole, yet each individual definitely represented a propeller.

Through this experience with wings and music they became increasingly aware that their whole outlook on life had changed, and that new discoveries awaited them.

One child who felt deeply the principle and beauty of gliding wrote the following:

On the hill where currents rise,
On the desert where heat waves
are high,
Up above in the pale blue sea,
Soft white islands are floating free,
Then with a sudden dash of light,
A silvery bird wings into sight.

SUSAN B. ANTHONY DAY

The California State Department of Education's *Report to Governor's Council* of September 29 announced: "With the cooperation of the Susan B. Anthony Memorial Library of California, a manuscript accompanied by appropriate illustrations has been prepared to assist schools in observing Susan B. Anthony Day as required by Section 3.100 of the School Code. The Code states that 'all public schools and educational institutions are directed to observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States, through the efforts of Susan B. Anthony.'" Page 9 of this issue contains an interesting article about Susan B. Anthony written by Marjorie R. Longwell.

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Book Reviews

All of the many friends and associates of Leo Baisden, who was Deputy Superintendent of Stockton Schools, will be glad to know that only two days before his tragic death in an automobile accident he was able to complete the last detail of his work on the new book in which he shares authorship with Jewel Gardiner, Librarian, Sacramento Professional Library — *Administering Library Service in the Elementary School* published by the American Library Association. Miss Gardiner writes that Mr. Baisden was able to see all of the book except the final bound copy.

Jewel Gardiner

Leo Baisden

The subject of school libraries had always been a favorite one with Mr. Baisden. He had already collaborated in authorship of two other books in this field—*Books, Libraries and You,* and *Children's Book on How to Use Books and Libraries.* Miss Gardiner and Mr. Baisden were aware of the fact that a book was needed to assist principals, teachers, and school librarians to set up elementary school libraries. This book is the answer to that need. It should prove an extremely valuable aid to all who have an interest in elementary school libraries. Though comprising only 161 pages, the book is amazingly comprehensive. It has everything from the philosophy back of the successful elementary school library to suggestions on what to do with books of odd shapes and sizes! It is illustrated with

(Continued on page 12)

SUSAN B. ANTHONY, TEACHER

By Marjorie R. Longwell

In a short sketch dealing with Susan B. Anthony's teaching career little can be told of her childhood. But what pleasure a 1942 psychologist would derive from testing a little girl who could read at the age of three, write at four, do long division at five! When Susan earned her first money at the age of twelve—three dollars for two weeks' work in her father's cotton factory—she gave half of it to her sister, spent the rest upon a present for her mother, kept not a penny for herself. One can imagine Dr. Terman foot-noting her case history: "A very superior child. The world should hear from her." Well, the world did.

Susan B. Anthony's parents were Quakers and when she was born in Adams, Massachusetts, on February 15, 1820, Abraham Lincoln was exactly eleven years and three days old. Decades later, whenever Susan was asked why she had never married, she always laughingly said: "I was ever hoping to meet a man who could measure up to either my father or Abraham Lincoln." A thought to toy with is that they might have met romantically: the man who dissolved the shackles of negro slavery and the woman who liberated all women from the bonds of traditional thinking.

Daniel Anthony, Susan's father, was an idealist. Among his factory workers he organized a temperance society and would hire no man who did not "sign the pledge." Even in 1828 he would buy no raw cotton picked by slave labor. He believed, with all Quakers, that in church organization and in the home *women should have an equal place with men,* and he taught Susan that in the field of learning there was nothing "beyond a girl's capacity." When Susan was fifteen, he was considered a wealthy man and was severely criticized for allowing her to teach summer school for wages. But he stood his ground. "Every girl," said forward-looking Daniel Anthony in 1835, "should be trained for self-support."

When Susan was nineteen she became assistant principal in a girls' boarding school in New Rochelle at two dollars a week. As the principal was ill, Susan not only took over all the classes, assumed entire responsibility for the household, but also acted as nurse. After fifteen weeks of this she took charge of a country school at a salary of two dollars and a half a week, replacing a man who was getting ten dollars. Her teaching was highly successful and when, several years later, she was appointed principal of the girls' department in the Academy at Canajoharie, N. Y., the school trustees and the entire town were lavish in their praise of her talent for "making children pass examinations with flying colors."

Susan enjoyed teaching, enjoyed being an administrator, but she wanted to devote herself to humanity in a larger way than was possible within the walls of a schoolroom. How to do this? She partially solved the problem by joining the temperance cause and organizing a society known as the Daughters of Temperance. The society flourished under her guidance, and soon Susan was invited as a delegate to a Sons of Temperance convention. In the convention hall, when Susan arose to address the meeting, she was told: "The Sister was invited not to speak, but to listen and to learn." She saw then that what humanity needed was the teaching of the doctrine of women's rights.

Daniel Anthony (but not Susan) had attended the first Women's Rights Convention at Seneca Falls, N. Y., in 1848, and his high praise for Elizabeth Cady Stanton made Susan wish to meet her. When they did meet the two women liked each other at once, and thus began a close friendship which lasted for fifty years. They spent long hours discussing the fact that women of their day could own no property, that the husband was the sole guardian of the children, that universities and all avenues of opportunity except the career of marriage were closed to women, and that they were denied any voice in the government.

Susan and Mrs. Stanton drew up petitions requesting legislators to give women some of the rights which they were legally denied. They hired a hall in Rochester, N. Y., managed to get an audience, selected from the audience sixty women as "Captains" to get names for the petitions.

Now Susan resigned from her school to become a teacher in this larger field, and through snow and storms of that New York winter Mrs. Stanton, Susan, and the Captains trudged from door to door, explaining the petitions to housewives, asking for their signatures, often having the door slammed in their faces with the curt remark: "I have all the rights I want." At last, with 10,000 signatures, the petitions were presented to the State Assembly in 1854, but they made little impression upon law makers who believed "woman's place is in the home."

Rebuffs and discouragements always made Susan work harder. She knew that women, fear-enslaved by old traditions of servitude, would some day listen to her plea that they take their places beside men, as adult citizens. She knew that legislators would some day recognize women's rightful place in a Democracy. So she toiled on for fifty years.

During these years she crossed the continent many times, suffering untold hardships, spreading the teaching of VOTES FOR WOMEN in towns and villages. To pay expenses she trusted to contributions, borrowed money from her father when she found herself without funds. At first women pulled aside their hoop skirts that she might not contaminate them with her touch, and she was showered with abuse of every kind. But she lived to see the public give her homage; and when she died in 1906, at 86, every newspaper paid respectful tribute to a great soldier.

Fourteen years after her death Congress passed the Suffrage Amendment, and since then millions of American women have voted. Women have gained many of the opportunities which Susan B. Anthony visioned for them and, as one writer has said: "opportunity is everything." So perhaps it is well on February 15 (her birthday) to pause and remember the debt we owe this Quaker girl beneath whose picture history may some day write: America's Greatest Woman.

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Library News

Edited by MABEL R. GILLIS, State Librarian

The following article written by Elizabeth Connor, Librarian at Mount Wilson Observatory, Pasadena, California, seems to me to have great interest for both teachers and librarians. For that reason I feel that it has a very definite place on our Library News page and I am very glad to be able to present it here.

THE NEW OBSERVATORY ON PALOMAR MOUNTAIN

"Like buried treasures, the outposts of the universe have beckoned to the adventurous from immemorial times." So wrote George Ellery Hale in 1927. Born in Chicago in 1868, he had by his thirty-sixth year already founded two great observatories—the Yerkes Observatory of the University of Chicago in 1897 and the Mount Wilson Observatory of the Carnegie Institution of Washington in 1904.

The Mount Wilson Observatory grew rapidly; although it had started with relatively simple equipment, designed for work upon the sun, the 60-inch telescope for observing the stars was first used in 1908, the 100-inch Hooker telescope in 1917. The years following the completion of the 100-inch proved conclusively that its construction at great expense was fully justified; through its use such gains were made in astronomy and astrophysics that Dr. Hale's mind began to work on the possibilities of even larger telescopes, to help solve the problems connected with "the structure of the universe, the evolution of stars, and the constitution of matter."

In 1928, in an article in *Harper's Magazine*, he expressed publicly his views on the subject, sketching in his delightful way, in words which any reader could understand, the history of astronomical instruments and explaining why he no longer hesitated to suggest a telescope of much larger size.

Only a few months after the publication of this article, announcement was made that the International Education Board had granted large funds to the California Institute of Technology for building such a telescope, on condition that members of the staff of the Mount Wilson Observatory would co-operate in the design and after its completion, help in its operation. A committee was formed to supervise the project; the members were drawn from the California Institute of Technology and the Mount Wilson Observatory, with Dr. Hale as chairman until his death in February, 1938.

Even now the 200-inch telescope is still unfinished, and no date has been set for making the first observations; the work is so exacting that it can only progress slowly, especially in the final stages; but the hope is now that in another year or two it will be completed.

The years since 1928 have been a time of experimentation, of some disappointment, of success following difficulties, but to the group connected with the project they have always been years of adventure. As Dr. John A. Anderson, Executive Officer of the Observatory Council and Russell W. Porter, associated also with the project from the first, wrote last year: "The novel factors constantly occurring throughout the undertaking have never for a moment allowed the personnel to go stale, and it has been a high privilege to be associated with the venture. Our only regret is that the man whose vision made the project possible could not live to see it consummated."

For one thing, the site at Palomar is beautiful and rather romantic in itself. The choice was made very carefully after many months of observation of atmospheric conditions at a number of locations in California and Arizona. Palomar Mountain had been one of the places under discussion for the observatory which was finally placed on Mount Wilson. In 1903, it was visited by Professor W. J. Hussey, then a member of the Lick Observatory staff but later director of the Observatory of the University of Michigan, who described it in his report on possible sites. He had just been investigating the Cuyamaca Mountains and decided to make the 40-mile trip to Palomar by horseback, via Julian and the Santa Ysabel valley—a journey which took him until late in the evening. The next day—the seventh of June, when the foliage is of course at its loveliest—he spent in examining the mountain and comparing it with Mount Wilson. He was carried away by the beauty of the place: "Nothing prepares one for the surprise of Palomar. There it stands, a hanging garden above the arid lands. Springs of water burst out of the hillsides and across the roads in rivulets. The road is through forests a king might covet—oak and cedar and stately fir. A valley where the cattle stand knee deep in grass has on one side a line of hills as desolate as Nevada; on the other side majestic slopes of pines." Conditions which at the time were considered the greatest drawbacks to Palomar have with the passage of years changed to advantages; its remoteness from cities is now very desirable for there is no glare of city lights to interfere with the observations with a telescope of such great size; and the difficulty in reaching the observatory site (the only road in 1903 was the one up Nigger Canyon on the west side of the mountain, with a grade, in places, of more than ten per cent) has vanished with the construction by San Diego County of a new road furnishing a safe and easy approach to the top.

By the time the site for the 200-inch telescope was decided, an enormous amount of preparatory work had been going on in Pasadena and the East—the design for the mounting of the great reflector and the dome within which it was to be placed and the lengthy experiments to decide the best available material for the 200-inch disc, which after being aluminized was to be used as the principal mirror in the telescope. On the campus of the California Institute of Technology a large machine and instrument shop had to be built, as well as the optical shop for grinding and polishing the mirror, and the Astrophysical Laboratory, up to the present largely devoted to the offices of the men engineering the work.

There, in the optical shop, on any day but Sundays and holidays, from the glassed-in gallery, the spectator may see the big disc, sometimes lying flat on the grinding machine and having its surface reduced to the desired figure, sometimes set up on edge for testing. This process of grinding and polishing is most exacting, for the mirror is not permitted to vary from the desired shape more than one or two millionths of an inch. The great piece of Pyrex glass, weighing more than 14½ tons, was cast at the Corning Glass Works in New York State on December 2, 1934, after much experimenting with smaller discs and the unsuccessful casting of a 200-inch. After almost a year in the annealing furnace, it was found satisfactory, and on March 26, 1936, it

started on its two weeks transcontinental journey on a special low-slung flat-car. From the very first the project had caught the imagination of the "public"—thousands had seen the pouring of the first disc; thousands had visited the Corning Works to see the second disc before it was started west; all along its route people gathered to see the train pass. When it finally reached the Santa Fe station in East Pasadena at six in the morning of April tenth, crowds were there to greet the disc, gave the whole day to watching its removal from the car, and followed the truck which carried it to the Institute. The truck drove through the big doors of the optical shop; the crane lifted the disc in its wrappings from the truck; when the wrappings were removed, the glass was found to be in perfect condition—and everyone breathed again. After the grinding and polishing are finished, it will have to make the 125-mile trip to Palomar.

On Palomar a little Observatory settlement is already established. Back about 35 miles inland from Oceanside, east of the Missions of San Luis Rey and Pala, stretches the length of the mountain, toward the northern end of whose summit lies the tract purchased for the Observatory. Here, a mile above sea level, is a small community, with its own water and gas supplies, its power plant, proper protection against fire, and the necessary living quarters for observers, engineers, and assistants.

Located at some distance from each other are the 8-inch and 18-inch Schmidt telescopes, already in use, and the 48-inch Schmidt in process of building, and, dominating the whole plateau, the dome of the 200-inch. This building, 137 feet in diameter and equally high, is constructed almost entirely of steel and contains space for all necessary equipment and such rooms as offices, dark rooms, library, lunch room, and visitors' gallery. On the third floor, with the dome rising above it, the telescope is placed.

It is difficult to convey in writing a sense of the vast size of the building and the 200-inch telescope. The tube of the telescope, including the mirror, weighs about 140 tons, and the great dome, which moves as if by magic at the touch of a button, alone weighs 1000 tons. The mounting of the telescope is supported by massive piers at the south and north, on which rest the south polar-axis bearing and the north polar-axis bearing, the latter being in the shape of a gigantic horseshoe. Between these two axes and connecting them is a powerful framework shaped like a yoke in which the tube of the telescope is hung. At the bottom of the tube will be placed the 200-inch mirror when it is finished. For the various kinds of work other smaller mirrors located within the tube will be used in combination with the big one, and the observer may choose among several different positions in relation to the telescope to make his observations, in some cases even being stationed within the telescope itself. It is also to be remembered that all observations are photographic so that permanent records may be kept by means of photographic plates, which have the great advantage over the human eye in that they permit exposures of any desired length and the recording of faint objects far below the limits of other methods of observation.

In 1931, when the plans were well formulated for this new observatory, Dr. Hale wrote: " . . Now we may hope that the complex problem of the expanding universe may be settled by theoretical investigations based upon celestial measurements. Can one doubt that a telescope powerful enough to carry all these studies far beyond our present possibilities will prove profitable, not merely to the astronomer but to the physicist, the chemist, and to all who utilize the results of science in the many-sided problems of modern life?

"To the astronomical and physical researches of Galileo we are chiefly indebted for our escape from the magic and superstition of the past. But we owe him a larger debt. His telescope, followed by others of increasing power, pushed back the hampering boundaries of the universe and advanced step by step into the larger and larger spheres, where the same laws are found to reign, unbroken by distance or by time. Thus arose a new and vast conception of an ordered cosmos, involving the countless spiral nebulae far beyond our own galactic island, in which the solar system is as a grain of sand. In this conception we may glimpse the imprint of a Creator, infinitely above the tribal deities of early man, whose immutable laws it is our first duty and greatest advantage to discover and to obey." *

* Hale, *Signal from the Stars.* N. Y., Scribner, 1931.

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BOOK REVIEWS

(Continued from page 8)

many photographs taken in elementary school libraries throughout the country. They are beautiful, life-like records of children in various library situations. An attractive and unusual arrangement of material contributes to interest and makes the book easy to use.

The elementary school library, as the authors point out, is a comparatively recent development, growing out of the changes in the elementary school program. From its beginnings the function of the elementary school was assumed to be the teaching from textbooks of "fundamental subjects." In this kind of program there was no place for materials from sources outside the textbook. If the school had a library it was only a place where children could secure books for home reading. But with the new type of curriculum which is developing, subject lines are disappearing and courses require wide reading and research—the use of textbooks, library books, magazines, pamphlets, charts, maps, pictures, and visual materials. In this program the elementary school library plays an increasingly important role. In fact, the elementary school library of the future may become the dynamic "Materials Center" or "Materials Bureau" of the school, housing besides books and reference materials, all audio-visual aids, phonograph records, art objects, and costumes.

Because it is an integral part of the educational program, the elementary school library involves not only the field of librarianship but the fields of teaching and administration as well. The authors show that the purpose of proper organization and wise administration of the elementary school library is to *facilitate* its use by children and teachers. They discuss the importance of providing central supervision of library service in a school system. In considering library service in the individual school the authors emphasize the importance of providing time for using the library, of arranging for the easy flow of library materials to and from classrooms, of planning the library in the light of curriculum needs, and of ensuring both teacher-cooperation with the library and librarian-cooperation with the classroom.

The chapter on "Elementary School Library Personnel" attacks the problem from a practical point of view. It considers in detail the various types of personnel which as a matter of practice are placed in charge of elementary school libraries: the full time trained librarian, the teacher-librarian, the teacher and others. It clarifies the function of the librarian and makes clear that much more than professional library training is needed to make an effective elementary school librarian. Good, basic teacher training which includes a broad knowledge of various subject fields and of child psychology, plus familiarity with classroom methods is essential. And in addition to this, the librarian should possess certain personal qualifications such as a genuine enthusiasm for books and life, a sincere liking for children and an understanding of their problems, breadth of interest, good health and attractive appearance.

There are good practical chapters on the "Physical Setup of the Library" and "Decorative Features of the Library." "Selecting the Book Collection" notes some of the factors involved in a wise selection of books for a school library and lists outstanding book selection aids. "Purchasing Books and Periodicals" shows how library work may be organized and systematized for time saving and efficient management of library funds. "Organization of the Book Collection" contains information on cataloging, classification, and processing of books. "The Pamphlet and Picture Collection" gives suggestions as to where to collect materials, what to collect, and how to care for them. A particularly interesting section of the chapter on "Sharing Reading Experiences" is that which gives the spontaneous reactions of children to books they have read. The authors deplore the practice of requiring children to give formal book reports and believe their reactions should be gleaned through natural informal activities. The book concludes with chapters on "The Library in the Primary Grades" and "The School Library and the Public Library."

The story of Leo Baisden's outstanding work in California schools was given in the November, 1941, issue of the WESTERN JOURNAL. Jewel Gardiner is a graduate of the University of California and of the School of Librarianship of that University. She received her supervision and administration training at the University of Southern California. She taught before taking library work, from primary grades through junior high school grades, and then decided to enter the school library field. Miss Gardiner came to the Sacramento schools in 1929, in the same year that Mr. Baisden did, and they worked together on elementary school libraries during the eleven years that Mr. Baisden was Assistant Superintendent of the Sacramento schools. Miss Gardiner has taught school library courses at Chico State College and San Jose State College during summer sessions, and is now on the faculty of the College of the Pacific, giving a course on administration of the elementary school library.

Last summer Miss Gardiner was a member of the headquarters staff of the American Library Association in Chicago in the School and Children's Library Division, while Mildred Batchelder, Chief of the Division, was away on leave. Miss Gardiner has been very active in the School Library Association of California.

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SAILS SET FOR TREASURE by Helen Heffernan, Wilhelmina Harper, and Gretchen Wulfing. Price, $1.16. This is the second book in the unique series of readers published by these three California educators. The first book of the series, *All Aboard for Storyland*, for third grade, was reviewed extensively in the May, 1941, issue of THE WESTERN JOURNAL OF EDUCATION. The new book, for fourth grade, also contains selections chosen from the best modern children's writers. They are varied in content and in style, and include both informational and literary material as well as a great deal of fine poetry. Children are referred to the books from which the various selections were chosen and are thus encouraged to turn to the best juvenile books for pleasure reading. An original section of *All Aboard for Storyland* was "Fun Gardening Indoors," contributed by Helen Heffernan. Miss Heffernan has written for the new book a section entitled "Fun Gardening Outdoors." Work or appreciation exercises follow each selection, making the purchase of workbooks unnecessary. The exercises are planned to help children read for understanding and also to help them acquire the correct meaning of new words. This book introduces children to dictionary usage, and provides training in the best use of the dictionary which appears at the back of the book. A number of work exercises teach children to organize material read, preparatory to the making of outlines which is developed in the next book of the series, *On to Adventure*, for use at fifth-grade level.

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W. HOWARD PILLSBURY

President American Association of School Administrators

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February, 1942

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Jottings of a Traveling Bookman

By W. M. CULP

The impact of war upon education in the United States can now be said to be furnishing school administrators similar problems for solution throughout the country. A dearth of teachers in the manual trades, caused by induction into the army and by resignations to take defense jobs, together with mass withdrawals of teachers in low-paid teaching positions for factory work, is perhaps one of the annoying but nevertheless only the least of their worries. The lack of an opportunity to buy a full quantity of school supplies and the hint of a future shortage is causing most business departments to buy all of the paper and school supplies that they have money available for. Some cities, like New York City, have gone through their supply requisition lists, and have cut out many items that were deemed essential as certain paints, crayons, colored papers and other knicknacks of importance in primary grade work. A good many systems are stocking up this year on school supplies and going low on book purchases on the assumption that the book publishers will be able to get paper and make all necessary deliveries. So far the book companies have been able to get paper for full delivery of orders. How long that situation will continue no one knows. The demand upon the schools and teachers and administrators for all kinds of defense activities and drives, with evacuation plans, air-raid drills, Savings Stamp sales, Red Cross and Community Chest Drives, have put many systems in a spot where everything but teaching school is to the foreground. And perhaps, the greatest problem is in the field of curriculum rearrangments. With a demand especially in the secondary and college areas for quick courses, emphasis upon essentials, graduation in two or three years, all-around-the-year school, courses for the upbuilding of morale, courses to make the youth of the land war conscious and war-minded, courses of indoctrination for democracy—all on top of solid scholastic work—the life of the administrator is hectic. Further, there has been developing a discussion among the pamphleteers, college presidents, superintendents of schools, and public officials as to the place of education in a long war. It is seen that this world war will have to be fought with young men capable of handling the devices invented for use in mechanized battle. It also calls for the training of men to take their place in the professions and factories and laboratories of the land. In a long war capable young men will have to be withheld from the battlefield to work in factories, laboratories, and departments of supply. The question that has developed is that in total war there should be placement of young men and women behind the lines as well as in the lines according to where they can accomplish the most for the common welfare. Thus has risen a demand for the stopping of volunteer enlistments. This is the biggest problem facing educators and government officials today—to determine who shall be trained for the direct war trades and who shall be in the supply trades of all categories behind the lines.

With war just started and victory not assured, with the prospect of several million young men of college age and under to be in the armed services before the end or the beginning of their college or university careers, plans and schemes for the education of these young men after the war are already in the offing. As one must presuppose success in our war undertakings eventually it is considered one might as well make plans for the aftermath now as well as later. One of the most concrete plans is that of Dr. Alonzo F. Myers, Chairman, Department of Higher Education, New York University. He proposes, that the United States Government, through enactment by Congress, guarantee to members of the armed forces that at the time of their honorable discharge from military duty they may resume or enter upon their formal education in public or private institutions of learning, or in other vocational or technical schools, with tuition, fees and adequate assistance toward living expenses paid by the government. Dr. Meyers believes the adoption of this proposal would cushion the shock to our economic system of returning millions of men to civil life, and would facilitate an orderly demobilization. It would keep many thousands of men out of the employment market for one, two, or three years, at a time when the employment market must inevitably be glutted, and at the same time it would prepare these men to make the greatest possible contribution to society.

Harvard University is taking a lead in the reorganization of its educational program, both of Harvard College and the Graduate School of Arts and Sciences, to meet war-time needs. Changes include the establishment of regular instruction on an all-year-round basis, with the fall and spring terms to be supplemented by an intensified twelve weeks' summer term and the admission of prospective freshmen in June as well as in September on the basis of simplified April examinations. Certain freshmen will also be admitted in February. At the same time, action of the Law School and of the Graduate School of Education looking to all-year-round instruction was announced. Thus, nearly all the major instructional departments of the university will begin operating on a twelve-month basis next June. The changes are directed to an acceleration of the educational process for students preparing for necessary war-time service, either in the armed forces or elsewhere, and involve a further extension of the plan of accelerating progress toward degrees approved by the faculty of arts and sciences last spring. The most important element of the new program is the decision

to place the college on a three-term instead of a two-term basis. The regular summer school, which has been operated since 1871, will continue its six-weeks' course operating concurrently with the new college summer term. During the same six weeks as the summer school, and for an additional six weeks in the latter part of the summer, regular students of the college may continue their work in Cambridge, receiving on the basis of such work credit for two full courses or the equivalent of one-half year's work under normal conditions in the present system. This will be made possible in the somewhat shorter summer term by the fact that each course the student takes normally will be scheduled five times a week, instead of three as at present.

Starting this February, the opening of the second semester of the New York City public schools, some 600,000 elementary children will be instructed along activity program lines. This was forecast last year, when after six years of experimenting in 50 schools and with 70,000 pupils under progressive education in the New York City schools the State Department of Education of New York, after a year-long survey, gave their official approval. With the New York City schools drastically curtailing their purchase of supplies widely used in activity projects for next year, the ingenuity of the teachers will be taxed to the utmost. One wonders, if the teachers will spend their own money to aid the activity program, often done in other systems when needed supplies were not forthcoming.

Of great interest in its implications is the tentative budget submitted by the finance committee of the New York City Board of Education for the year 1942-43. It is the budget of the largest city in the United States which has the record of the greatest mass reduction of school enrollment of any city in the country. In 1928 the peak enrollment was 729,127. Last fall the registration was down to 521,952. The register in the regular grades of the public elementary schools fell 29,147 in 1941, the biggest one-year drop since the attendance trend reversed in 1928. By March 31 of this year this figure will be down to 498,000, and by March 31, 1943, it will shrink to 470,000, according to the committee's estimates for budget purposes. The amount asked for was $146,583,425.49. This sum, reflecting the biggest drop in registration in the city's public elementary and high schools in recent years, was $5,424,876.87 less than the committee asked for last year, and $11,512,272.51 less than the committee sought two years ago. The difficult problem of cutting down teacher rolls to keep in step with the rapidly decreasing registers was handled by the elimination of 567 teacher posts. The committee cut out 392 elementary-school teacher positions for March, 1943, as compared to March of this year, eliminated 140 teaching positions in the academic high schools, and took out thirty-five in the vocational schools.

In the hysteria of indecision of college youths of whether to enlist in the armed services or to heed the advice of finishing out their scholastic work until called in the draft, the words of President Leonard Carmichael are to the point: "Education is the key to the long-term solution of this problem. The faulty education of its leaders alone can be blamed for Japan's incredible action. The wise general education of the democracies, together with their superior technological education, will guarantee ultimate victory for the sanity of this world struggle. This very fact means that those of us who are concerned with education must continue to act as though we believed in it. Now is not the time for a renunciation of education but for more intensive education, because the nation needs educated leaders. You who are in college today must continue as your patriotic duty your efforts in your special fields of study until some of you are directly called by the nation."

The new $3,500,000 Benjamin Franklin High School, just opened in New York City at 116th Street and East River Drive, starts off with the inauguration of a new school-community program on a twenty-four hour basis. This school embodies the latest designs to enable it to act as a community center for the entire neighborhood labeled "under-privileged." Headed by Leonard Covello, the school plans to serve both students and their parents. To carry out this community idea, a special group, known as the East Harlem Research and Education Bureau, has been formed. Experts in various fields have volunteered their services, and will work immediately with the school itself. Such problems as public safety, student guidance, remedial work, citizenship training, housing, health and neighborhood club work are to be undertaken. The school has been specially designed so that community work may be carried on in the school when the regular classes are in session. The library and auditorium are on the ground floor and can be entered without going to other parts of the building. Educators participating in this work are Dr. Walter Pettit of the New York School of Social Research; Professors Wilbur C. Hallenbeck and Arthur V. Linden of Teachers College; Dr. Frederic M. Thrasher and Dean Ned H. Dearborn of New York University, and Professor Paul Salvatore of Brooklyn College.

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A. A. S. A. Will Meet in San Francisco as Scheduled

Educators of the United States have taken the lead in a movement against the blackout blues and jitters with the announcement that the American Association of School Administrators will hold its annual meeting in San Francisco, as scheduled, February 21-26, 1942. The Association is composed of school superintendents throughout the United States and more than 12,000 persons are expected to be in attendance at the convention.

Nipping a momentary doubt as to the attitude of national educators toward the coming meeting Dr. Willard Givens, executive secretary of the National Education Association, dispatched the following telegram from his headquarters in Washington, D. C., to Dr. Roy W. Cloud, state executive secretary of the California Teachers Association:

"Plans for the San Francisco convention are going forward, handicapped somewhat, of course, by the international developments. However, unless the United States Government requests us to change plans, the annual convention for the American Association of School Administrators will be held in San Francisco February 21-26, 1942."

Dr. Cloud immediately dispatched a message to his fellow educators in the eleven Western States in which he said:

"San Francisco is much farther from Tokyo than Chicago is from Berlin. Someone has said that we should not ask the boys to go to the front if we ourselves are afraid to go to the coasts. Midwestern convention bureaus would, of course, like to keep conventions in their section. But there are as many desirable places on both the East and West Coasts as there are in the Mississippi Valley. So educators should not be limited as to where they may attend meetings."

To this Mr. Joseph P. Nourse, superintendent of schools, added the following message:

"The San Francisco Board of Education assembled with the Convention and Tourist Bureau, Chamber of Commerce and press, wishes to renew its invitation to the American Association of School Administrators to convene in San Francisco in February, 1942.

"This is concurred in by the military and civil authorities who have assured facilities previously guaranteed in letters you have. Today's invitation was by unanimous vote of the Board of Education.

"Let me add my enthusiastic invitation to theirs."

Sixteen California counties will send delegates to the convention. This announcement is made by Dr. Roy W. Cloud, who is aiding the national convention program by assuring an encouraging attendance of educators from all parts of California.

Counties which have thus far reported that they will close schools February 23-25 and send their teachers to San Francisco for the meeting are San Luis Obispo, Monterey, Sonoma, Lake, Santa Cruz and San Benito. Santa Clara County and the cities of Palo Alto and San Jose will send their teachers and educators to the administrators' meeting on Monday, February 23, while San Mateo County teachers will be present on Tuesday and

Joseph P. Nourse

Wednesday, as will those of Marin County also. Solano County, Contra Costa, Madera and the City of Piedmont will be represented by all their teachers in one-day meetings during the convention.

Dr. A. J. Cloud, president of San Francisco Junior College and chairman of the local convention committee, today announced that teachers of San Francisco County will be dismissed on February 25 and February 26, to attend the administrators' convention.

The county delegations reporting today represent but a fraction of the total number of California delegates who will be in attendance at the convention. Southern California, and the Sacramento and San Joaquin Valley areas, are also planning to send large numbers of delegates from those areas during the convention, but no definite reports have been received as yet.

Convention theme: "Education for a Free People."

Saturday, February 21

All Day—Registration and exhibits in the San Francisco Civic Auditorium.

2:00 P.M.—Joint conference on teacher education.

4:00 P.M.—"People's Platform," CBS broadcast from San Francisco, Lyman Bryson, moderator.

8:00 P.M.—National Society for the Study of Education, presenting the yearbook on "Philosophies of Education."

Sunday, February 22, 3:30 P.M.
Vesper Service—Section A

Presiding—W. Howard Pillsbury, superintendent of Schools, Schenectady, N. Y.; president, American Association of School Administrators.

Music—A capella choir and orchestra of San Francisco State College, William E. Knuth, director.

Priorities for Educators — Bruce Baxter, bishop of the Methodist Church for the Portland area.

Vesper Service—Section B

Presiding—Milton C. Potter, superintendent of schools, Milwaukee, Wis.; past president of the association.

Music—A capella choir of Humboldt State College, Arcata, Calif., Edmund V. Jeffers, director; string quartet of the College of the Pacific, Stockton, Calif., Horace I. Brown, director.

Spiritual Values in Education — Willis A. Sutton, superintendent of schools, Atlanta, Georgia.

Sunday, February 22, 7:40 P.M. and 9:10 P.M.
A Concert of Pan-American Music

The San Francisco public schools will present favorite songs of the Indian, French Canadian, Mexican, Chilean, closing with Chadwick's cantata, "Land of our Hearts," descriptive of our own United States.

Monday, February 23, 9:00 A.M.
Education and Government

Presiding—President W. Howard Pillsbury.

The Convention Exhibit—H. C. Grubbs, president, Associated Exhibitors of the NEA.

Education for a Free People—Frederick M. Hunter, chancellor, State System of Higher Education, University of Oregon, Eugene, Oregon.

The Contribution of Education to the Winning of the War — George D. Strayer, Teachers College, Columbia University, New York, N. Y.

The Roll of the Schools in the Present Emergency — Alexander J. Stoddard, superintendent of schools, Philadelphia, Pa.

Monday, February 23, 2:30 P.M.
Afternoon Discussion Groups

Promoting health in schools through the implementation of procedures presented in the 1942 yearbook.

Character education.

Adjustment of rural schools to present needs.

School equipment and supplies.

Parent education.

School problems in defense boom cities.

The school library.

Planning the curriculum for the thirteenth and fourteenth school years.

Guidance for men returning from service after the war.

The guidance program and occupational adjustment.

Monday, February 23, 7:30 P.M. and 9:15 P.M.
A Patriotic Revue: "Listen, Mr. Speaker"
The schools of Oakland will present through music and the drama a stirring story of America—Script by Jean M. Byers. Music by Muriel Olofson Ewing.

Tuesday, February 24, 9:00 A.M.
Morale Building
Presiding—President W. Howard Pillsbury.
In Britain—Sir Gerald Campbell, director general, British Information Services, New York, N. Y.
In America—Rabbi Abba Hillel Silver, The Temple, Cleveland.
In Our Schools and Colleges—John W. Studebaker, U. S. Commissioner of Education, Washington, D. C.
Business Meeting—Reports of committees; nomination of officers from the floor.

Tuesday, February 24, 2:30 P.M.
Afternoon Discussion Groups
Vitalizing health education.
Schools and religious education.
Carrying the school into the community.
Adult civic education.
Supervision in relation to school administration.
How can the school develop democratic attitudes?
The schools and radio.
Financing the schools.
The integration of vocational education with general education.
Gifted children.

Tuesday, February 24, 8:00 P.M.
Program by the Associated Exhibitors
This evening members of the American Association of School Administrators and of the NEA will be guests of the Associated Exhibitors.

Wednesday, February 25, 9:00 A.M.
Section A — "Health in Schools" — the 1942 Yearbook
Presiding—John L. Bracken, superintendent of schools, Clayton, Mo.; chairman, 1942 Yearbook Commission.
Health and National Defense—Ray Lyman Wilbur, president, Stanford University, California.
Health and the Home — Mrs. Willie Snow Ethridge, author, Louisville, Ky.
Panel Discussion—Health in Schools.

Wednesday, February 25, 9:00 A.M.
Section B—School of the Air of the Americas
Presiding—President W. Howard Pillsbury.
In colorful pageantry the Columbia Broadcasting System will present its regular weekly broadcast, "The School of the Air of the Americas," from the stage of the convention hall. The script is prepared with a view to promoting goodwill among the nations of the Western Hemisphere.

Wednesday, February 25, 2:30 P.M.
Afternoon Discussion Groups
School health education
New voter preparation and recognition.
Current problems in the elementary schools.
The evaluation and selection of textbooks.
Vocational training for girls.
The development of critical thinking in secondary education.
For these Americas.
Education and public relations.
Juvenile delinquency.
Is education destined to become a federal function?
School forums as a community project.
The junior Red Cross.
Safety education.

Wednesday, February 25, 6:00 P.M.
College Dinners

Wednesday, February 25, 8:15 P.M.
America and the Far East
Presiding—President W. Howard Pillsbury.
Chinese Music—By Chinese children of the San Francisco public schools.
China Today—Chih-Tsing Feng, consul general of the Republic of China.
Chinese Program on the Stage.
The Japanese Menace—Walter H. Judd, outstanding authority on the Orient.

Thursday, February 26, 9:00 A.M.
America's Destiny
Presiding—President W. Howard Pillsbury.
Report of Committee on Resolutions—James M. Spinning, superintendent of schools, Rochester, N. Y., chairman.
The Educational Outlook — Robert Gordon Sproul, president, University of California.
The Selective Service and the Schools—General Lewis B. Hershey, director, Selective Service System, Washington, D. C.

Thursday, February 26, 1:30 P.M.
Youth Programs for a Free People
Symposium—A. L. Threlkeld, superintendent of schools, Montclair, N. J., chairman.
George D. Stoddard, dean, Graduate College, State University of Iowa.
Francis T. Spaulding, dean, Graduate School of Education, Harvard University.
DeWitt S. Morgan, superintendent of schools, Indianapolis, Ind.
John K. Norton, Teachers College, Columbia University.
James Marshall, president, Board of Education, New York City.
Alonzo G. Grace, state commissioner of education, Hartford, Conn.

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Western School News

Edited by MORRIS WAGNER

HELEN HEFFERNAN HONORED IN RECENT APPOINTMENT

Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, has been honored by an invitation to serve as Field Representative, Inter-American Demonstration Center Project, of the U. S. Office of Education. Miss Heffernan therefore applied for a six months' leave of absence from her position as Chief, Division of Elementary Education, California State Department of Education. Superintendent Walter F. Dexter approved Miss Heffernan's application in order to make her services available in this aspect of the defense program. Upon her appointment Miss Heffernan left almost immediately for Washington to familiarize herself with the new work and to prepare her program. She will divide her time during the next six months between Washington, D. C. and the states of California, Arizona, Washington, Oregon, Utah and Colorado. One or more Inter-American Demonstration Centers have been established in these states.

Helen Heffernan

The newly created program will function to promote closer relations between the American republics through the agency of education. The program of the United States Office of Education, under the direction of Dr. John W. Studebaker, United States Commissioner of Education, calls for the development of demonstration centers in inter-American education in a number of schools and colleges throughout the country. Because California is one of the states favored by a historic tradition similar to that of its American neighbors, and because large numbers of people from other American countries reside in this state, three centers have been established here.

The Los Angeles Area Inter-American Demonstration Center will include the cities of Los Angeles, Burbank, Glendale, Pasadena, South Pasadena, Santa Monica, and Long Beach and the schools under the direct supervision of Los Angeles County. Dr. Flaud C. Wooten, Professor of Education, University of California at Los Angeles will serve as Coordinator for this center. An Inter-American Education Conference will be held in Los Angeles at the University of California March 13-14.

The San Bernardino Area Inter-American Demonstration Center will include elementary and secondary schools in San Bernardino, Redlands, Ontario, Needles and all schools under the supervision of the San Bernardino County Superintendent of Schools. Mrs. Ruth Reed, General Supervisor, San Bernardino County will serve as Coordinator.

The Claremont Colleges Inter-American Demonstration Center will make available the unusual resources of the colleges in history, geography, science, anthropology, languages, music, and art under the direction of Dr. E. K. Edmunds as Coordinator.

Correspondence for Miss Heffernan should still be sent to the Sacramento office from where it will be forwarded to her temporary address. Miss Heffernan will be particularly interested in hearing about activities in inter-American education which are being carried on in California schools. Those interested in information concerning the proposed program or the availability of teaching materials in the inter-American field should write to Miss Heffernan. She will be glad to share her new experiences with school people in California.

HOW EFFECTIVE IS SAFETY EDUCATION?

There were 6,600 children between 5 and 14 years of age killed in accidents during 1940. This was a 5% increase over the year before.

All adults are responsible for the safety of children. Parents and teachers are directly responsible for training children in habits of safety. The fact that the death rate from accidents for children of school age has fallen 28% since safety education has been started in schools proves that we have saved many lives. Can we save more?

J. R. OVERTURF IS HEAD OF SACRAMENTO SCHOOLS

J. R. Overturf is the new Superintendent of Schools in Sacramento, taking office in January, 1942. Mr. Overturf is already well known and appreciated in Sacramento as a result of his twelve years there as a deputy superintendent whose chief responsibility in addition to the general duties of a deputy, was directing curriculum work. Mr. Overturf left his Sacramento position in 1936 to become Superintendent of Schools in Palo Alto, where he has been until the present time. His five years in Palo Alto have seen the erection of a splendid junior high school plant—the David Starr Jordan—costing $380,000. During the four years this plant has been operating, an excellent program has been established. The curriculum has been developed to the point where it can compare very favorably with that of the best school systems. Along with it has grown a fine system of libraries, both elementary and secondary. Many other physical improvements have been made, consisting of additions to elementary buildings and conditioning of all grounds. A single salary schedule ranging from a minimum of $1500 to a maximum of $2884 has been developed for all certificated employees. Other schedules for non-certificated employees have been, or will be adopted.

J. R. Overturf

Mr. Overturf was born in Nebraska, in 1884. He was educated in the Nebraska public schools, Peru State Normal, Fremont College, the University of Nebraska from which he received his B. A., and Stanford where he obtained his M. A. He held various positions in Nebraska from rural school teacher to superintendent. He was superintendent of Lodi, California, schools from 1923 to 1925, when he became deputy superintendent in Sacramento.

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You of the school administrators and school trustees group are to be commended for your realization of your responsibility of safeguarding children's eyes. Under your supervision, the artificial lighting of many new and existing schools has been brought to meet scientific standards. This is indeed a humanitarian step, for you are giving the rising generation a protection of their most priceless possession — their eyes.

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EDITH PENCE IS APPOINTED PRINCIPAL OF GIRLS' HIGH SCHOOL

Edith Pence, San Francisco's Director of Curriculum, has been appointed principal of Girls' High School, the first woman to be so honored in forty-two years. Miss Pence will continue her work of directing curriculum until mid-April in order to complete certain courses of study before she begins to devote her time to her new duties. An example of her forward-looking point of view in the field of curriculum is the fact that long before the current emphasis on inter-American education she had recognized the need for giving attention to study of Latin American countries and had already introduced such study in courses in Spanish. Miss Pence attended the great Lima Conference in December, 1938, as a member of the Committee on Cultural Relations with Latin America. At that time she felt that the splendid progress toward inter-American understanding achieved at Lima could bring substantial results in the future only in so far as it was followed

Edith Pence

up by a program of study in our schools which would include the Spanish language, the geography, the history, and the cultural development of the Latin American republics. It was particularly important, she thought, that such study be included in the regular social studies courses at all levels. Upon her return from the conference, therefore, she urged that even more emphasis be placed upon Latin American countries in San Francisco schools. A course in which background and current problems would be the central focus was established in 1939, and was conducted the first year in two high schools on an experimental basis, then gradually introduced into other high schools. It was planned to limit the first experimental classes in the Mission and Polytechnic high schools to thirty students each, but within the year pupil demand had doubled the number.

In November, 1939, Miss Pence was one of the western educators who were invited by Secretary of State Cordell Hull to attend the conference on Inter-American Relations in the Field of Education which was called in Washington. At this conference 400 representatives of education reviewed the backgrounds of inter-American ties and the past achievements in cultural cooperation and discussed and made recommendations on a definite program for the future. Plans were made to encourage the study of various phases of Latin American civilization as a part of the curriculum of elementary and secondary schools of the United States and for encouraging the wide extension of the study of the Spanish and Portuguese languages in our schools.

Miss Pence has an intimate knowledge of San Francisco schools at all levels, for she received her own education here as well as all of her teaching and supervising experience. She came to San Francisco when she was in the fourth grade from Denver, Colorado, her birthplace. Her father and uncle practiced law in Denver. One of their business trips brought them to San Francisco, and they liked the city so much that they decided to make it their permanent home. Miss Pence attended the San Francisco elementary schools, Lowell High School, and the University of California from which she received her B. A. and M. A. Upon graduating from the University she returned to Lowell High as a teacher of foreign languages. From this position she was promoted to head of the foreign language department at Polytechnic. When the Galileo High School opened, she was appointed head of the foreign language department and senior counselor, remaining in this position for fourteen years. Upon establishment of the San Francisco Junior College she became assistant dean of women, helping in the organization of the college. When George Washington High School was opened, Miss Pence was made vice principal and dean of girls. These promotions each time to a newly opened school gave her a wide and varied experience in organization and administration. This experience, together with the special interest which she had always had in curriculum and her work on many curriculum committees, led to her appointment to the important position of director of curriculum in San Francisco schools.

LOS ANGELES CHILDREN DO NOT ACT AS TRAFFIC GUARDS

Vierling Kersey, Superintendent of Los Angeles City Schools, has some interesting observations to make on the use of children as traffic guards. Mr. Kersey points out that even police officers in uniform have been struck down and injured while in the streets directing traffic. If directing traffic constitutes such a hazard to a trained adult, it is certainly not just to impose such a dangerous responsibility upon immature children. Children are impulsive, and even though they are cautioned to remain on the curbing they are likely to forget instructions in their enthusiasm and place themselves in danger.

School people realize the traffic effect upon a child's mind of seeing a companion killed or injured while being directed by him. When asked for a ruling the Los Angeles County Council stated that the school district and administrators might

Vierling Kersey

be liable in case of an injury to a child who had been assigned to direct traffic.

In the Los Angeles City schools safety committees and patrols have been organized among the children to function in the buildings and on the grounds in the interest of prevention of accidents among their fellow students. Under the supervision of their principals and teachers they are functioning effectively and are developing a decided safety consciousness among all the children. Adults, however, are employed for the specific purpose of crossing protection. They are under the training and supervision of the Los Angeles Police Department. Mr. Kersey feels that this is the most logical method of providing necessary protection for the city's school children.

SAN FRANCISCO JUNIOR COLLEGE

By Mozelle Milliken

Set high on one of the city's many hilltops is the beautiful structure which houses San Francisco Junior College. Its classically designed entrance portals look due west over the Pacific toward the Farallon Islands. From the east side of the building one glimpses a view of the bay and the Contra Costa hills. From its lofty setting the college dominates the surrounding landscape and offers inspiration to thousands who daily converge upon its classrooms, or who perchance pass it by in other routines of city life. Cut in stone above its doorway are the words, "The Truth Shall Make You Free," (John viii:32), and one must perforce pause to consider that on the site where now stands this edifice dedicated to the teaching of youth for a free life, there once stood the county jail!

Some fifty-five acres comprise the campus, on which at the present time are the administration and classroom building and the two gymnasiums. Other structures are planned for the site when the times permit. Exact location of the college is Ocean and Phelan Avenues and it may be reached by both Municipal and Market Street Railway cars and bus lines.

The Junior College is now in its fourteenth semester. First academic sessions were held in August 1935, when the college was launched as part of the local public school system, under the direction of Dr. Edwin A. Lee, then superintendent of schools.

From its inception, organization and guidance of the college has been in the eminently capable hands of Dr. Archibald J. Cloud, outstanding educator and long-time member of the public school system of San Francisco. At the time of his appointment to the presidency of the Junior College, Dr. Cloud was chief deputy superintendent of schools. To him fell the task of organizing a curriculum, assembling a faculty, and establishing the policies of the college.

How great was the need for a junior college in San Francisco at that time was evidenced with startling clarity when, instead of the few hundred students who were expected to enter, nearly two thousand were clamoring for admission when registration was opened.

Sadly enough, at that time, the college had no home of its own, no permanent quarters, and no one place large enough to house its activities. Scattered throughout the city were various classrooms, laboratories, and administrative offices. In twenty-five widely separated locations, students attended classes, reported for gymnasium periods, and worked in laboratories. Often more of the student's day was consumed in riding streetcars than in actual college attendance. But still the great need for the college and its successful efforts to fill such needs adequately, held the student body together, and enrollment continued to increase.

In September, 1938, citizens of San Francisco voted a bond issue for school construction, major item of which was the building of a permanent home for the Junior College. In 1935, the present site had been selected and groundbreaking exercises had been held on April 25, 1937. Additional funds were provided by the Federal Government to aid in construction work, and, following the bond issue, building went forward in 1939.

Dr. A. J. Cloud, President of the San Francisco Junior College

Dr. Cloud, alumnus of the University of California (where in undergraduate days he was famous as one of the group who purloined the Stanford axe) is a native Californian, spent his boyhood in Santa Cruz, and has been a member of the San Francisco School Department for the past thirty years.

As chief deputy Superintendent of Schools, under Dr. Edwin A. Lee, "Archie Cloud," as he is affectionately known to countless friends, was recommended by Dr. Lee to head the new Junior College. Through his efforts the San Francisco college has gained nation-wide recognition in the development of the junior college branch of the educational system.

In August 1940, the college moved from its many scattered locations to the new campus where traditions of college life have already taken root.

Training of three types is offered at the Junior College: first, university parallel courses, for the student who intends to continue with upper division work; second, academic work for the student who plans no further college training; and third, the so-called terminal courses designed to training for employment in a specific field.

Notable among these latter courses is the Hotel and Restaurant training program, which undertakes to fit young men and women for employment in the hotel and restaurant industry. So successful has this department been in its student preparation and placement, that its organization plan is now used not only as a model for other terminal curricula of the college but for similar programs in junior colleges throughout the country.

Floriculture, garden maintenance and flower shop management, peace officers' training, paint technology, and commercial art are some of the other terminal curricula offered.

At the present time the college is offering courses designed to train persons for various work in civilian defense. Specially organized for the city is a course in the training of instructors for air raid wardens. The hotel and restaurant division is prepared to handle mass feeding in the event of disaster, and to train for such work, when directed to do so by the Office of Civilian Defense.

Classes in nutrition and first aid are being given, for completion of which certificates are awarded by the American Red Cross. These classes are open to all students.

The American Red Cross, now has permanent headquarters at the college and in the event of any major disaster in the west of Twin Peaks district the college building will be taken over as a central relief headquarters. At the present time, the administration building is the focal point for all assemblings in practice alerts, and preparations have been made for use of certain sections of the building as emergency hospitals and dressing stations.

Dr. Cloud has recently returned from the government sponsored gathering of educators in Baltimore during January and is putting into effect certain plans as advised for college administration during the present emergency as suggested at that meeting. In this, as in all other things under his jurisdiction, President Cloud set progressive standards which place San Francisco Junior College notably in front ranks of the educational world.

PUBLIC EDUCATION DURING THE WAR

By Walter F. Dexter

I think that the educators of today need to say "We have an attitude toward the American government—toward our American way of life. We have a conviction that it is the finest system of government ever conceived by man because it deals with social ethics on the one hand and individual rights on the other, and it tries to correlate these two fundamental concepts that have been the basis of all social orders of the past." We have the firm belief that this kind of social order in one form or another is to prevail at the close of this war. We must preserve and protect these ideals. We must preserve and foster and extend the principles of instructional and representative government in our schools which the armed forces of the world are defending on the battlefronts, whether in the air, on the land or on the sea. The State of California has allocated some $9,000,000 to us for distribution among schools. We must preserve universal free public education even though we are facing these periods of extreme disaster and confusion. We may have to eliminate some of the courses of curriculum but we need to teach the fundamental subjects of reading, writing and arithmetic, and we must teach a good social philosophy. This is one problem.

The second problem has to do with a bit of philosophy or idealism expressed by the President of the United States when he said "While we are prosecuting this war we must at the same time preserve the spiritual values of this country." We must think of this war not as an end in itself but as a means to an end. If we do not, while winning the war we may lose the beliefs for which the war is fought. If children are to grow to manhood and womanhood in a way that will help them reap the fruits of peace at the end of the war they must have wisdom and knowledge beyond that of their parents and their grandparents. If that is true we must, I think, add a third general concept.

In spite of the fact that we give all our money if necessary and all of the men that will be required let us never forget that if we win the peace for which this war is fought we must not at the end of that period be vindictive. The educators of this state and nation have got to take the position of gentlemen. We must strive as educators to prevent the development in the United States of the vindictive spirit. If this war is being fought for the purposes which the President outlined recently—freedom of religion, freedom of the press, freedom from want, and freedom from fear, we must have a reasonable amount of good will in the world. And I believe we can engender this good will by acting very definitely as leaders and gentlemen as we fight one of the cruelest wars in history.

The fourth principle was brought out by Dr. Millikan when he said, "Do you appreciate the fact that there are three phases of selfishness? There is a selfishness of the individual, a selfishness of the corporation and the selfishness of the government. You can control, in a way, the first selfishness because you can easily discover the selfishness of the individual. You can discover with less ease the selfishness of the corporation so you cannot deal with it quite so easily. But we are facing a situation for the first time when we face selfishness in a broad scale in government." Look at the war procedure and egotism of other countries. The largest single problem of the twenty-six allied nations on what to do with the nations which are to be conquered is that of learning how to eliminate selfishness from governmental procedure. And if we are going to do this we must be ladies and gentlemen when we deal with the children in the schools of today.

Walter F. Dexter

Another principle is this: When we talk about an all-out war, does that mean that every organization and institution and resource of this nation should become a member of the group to prosecute that war? The system of education was established as a system of education, the church was established as a system of religion, the home was established as a system of social ethics. So we say that it is our responsibility to preserve the social and spiritual resources of this country and advance them to the place they should hold at the close of this war.

We must be very clear in our policies and very definite in our philosophy in order that we may be able to have the kind of influence the President expects us to have when we have won the war. We must develop a fine spirit of fellowship and friendship in the world—a world free to think, to write, to speak, to worship. A world, if we can make it so, free from want and fear.

SPRING EXCURSION TO THE MOHAVE DESERT

Do you think of the desert as a vast area of dry wasteland? Not a living thing upon it, except an occasional cactus, sage bush or joshua tree? To go there is folly? You would immediately die of thirst? Then the West Coast School of Nature Study staff at San Jose State College, San Jose, California, has surprises in store for you. The school is ready to take you and others like you, as well as people who already know and love the desert on a six-day excursion beginning Sunday, March 29, and ending Saturday, April 4. Accommodations are ready for 200 people.

Dr. P. Victor Peterson, Chairman of the Department of Natural Science which sponsors the West Coast School of Nature Study, heads the staff as professor of the chemistry of desert minerals; Dr. Carl D. Duncan teaches insect lore; Dr. Gayle Pickwell, birds; Mr. Fred Buss, geology and physiography; Miss Emily Smith, wild flowers; and Dr. Karl Hazletine, nature methods. All "classes" are out of doors; you go on trails with each instructor during the six-day period.

No notebooks, no term papers, no examinations, are required, because when you're in the desert with an experienced guide you can't help learning.

Miss Gertrude Witherspoon, registrar and financial secretary for this outdoor school, arranges for living accommodations for all. She tells students what kind of clothes to take, how much food and lodging will cost, which car to ride in, and where to stay. Headquarters for the school will be the colorful Furnace Creek Ranch, where most of the students choose to live. They get special rates, and there is a choice of accommodations—sleeping rooms, housekeeping cabins, tents. The more rugged individuals, of course, will get along with just sleeping bags.

San Jose State College gives two units (quarter) of credit in natural science to those who attend the school. No prerequisites are required. Write Dr. Peterson for further information, but get your application in soon!

THE WESTERN JOURNAL OF EDUCATION, AN INTERESTING EXAMPLE OF PIONEERING IN EDUCATION

By Richard M. Benson, Ed. D.

Although the present Western Journal of Education was established in 1895, it is interesting to note that this progressive magazine extends back another forty-three years in California's educational history. The Western Journal of Education was an outgrowth of two pioneer publications, the *Golden Era* and *Vanity Fair*.

In 1852 there was published every Sunday in San Francisco a paper called the *Golden Era*. The masthead of this four-page weekly proclaimed the support of California agriculture, mining, education, and even moral enlightenment. In addition to a weekly summary of the news much of the feature material was in the form of poems, essays, personal letters, and occasional stories of educational development within the State. Western writers were encouraged to submit material to the paper, and among the early contributors were Mark Twain and Bret Harte.

It is believed that the *Vanity Fair* publication did not appear in San Francisco until the 1870's. *Vanity Fair* was a paper published each Saturday and was chiefly devoted to literature, politics, drama, and items of social interest. As was the case of the *Golden Era* paper, the columns of the *Vanity Fair* often carried news of California educational progress.

In 1882 we find the guiding genius of the late Harr Wagner taking over both of these publications a year after his arrival in California by colony train. Harr Wagner's interest at that time lay in the literary field and he immediately merged these two papers into a literary magazine bearing the title of the *Golden Era*. At the outset, Mr. Wagner ran a one-man show, serving as the magazine's editor, advertising manager, chief contributor, and subscription agent. It was his hope to create a clearing-house for western writers. Throughout his sixty years of publishing experience he became famous for the encouragement which he gave to young western writers. Among the eminent writers whose literary contributions Harr Wagner published was Joaquin Miller with whom Mr. Wagner also formed a life-long friendship.

About ten years after the beginning of his literary venture, Harr Wagner began to reach out into the educational field for magazine material. Shortly after the founding of the new magazine there appeared in San Francisco a promising young writer by the name of Madge Morris. Miss Morris was engaged to write for both the old *San Francisco Call* and the *Golden Era*. It was during this service that Madge Morris and Harr Wagner first met and were married.

Soon after their marriage Harr Wagner was elected to the superintendency of San Diego County Schools. The *Golden Era* magazine was now transferred to San Diego, and Madge Morris served as editor. The *Golden Era* had by this time circulated in nine western states and was devoted to the "artistic and industrial progress of the West." The magazine continued to encourage western writers as evidenced by the following statement of the editor in the October issue of the publication for 1892: "The creation of Western literature has been the aim of the *Golden Era* magazine rather than to present to its readers finished and classical publications."

Harr Wagner in his new office became an active and influential force in the educational life of California. His practical and progressive administration resulted in the introduction of many curriculum reforms and the establishment of functional teachers' institutes. His sound educational philosophy is shown by the following words of advice given at a teachers' institute in 1892:

". . . The school system is not so sacred as our creeds. We hail revision. We thrive on criticism; we glory in new methods. *We want Truth.* With such an aim the art of teaching will gradually change . . . . Out of a large discontent with our present knowledge will be an effective approach to wisdom . . ."

Harr Wagner's educational activity in San Diego and supervision of the *Golden Era* was responsible for an increasing amount of space being given to educational matters in the magazine during the early 1890's. Much of the newer educational material dealt with teaching methods, educational reports, and other articles for the advancement of California education. It is not surprising, therefore, that upon Harr Wagner's return to San Francisco in 1895 he sought to continue his publication's work in the educational field. Wagner had now joined forces with the Whitaker and Ray Publishing Company where he embarked upon an active career as a writer and publisher of school books. His first of many such books was the *Pacific History Stories* which sold more than 95,000 copies.

During his association with the Whitaker and Ray Company, Wagner had not overlooked the educational value of the *Golden Era* magazine. In 1895 he obtained a subsidy from the State Department of Public Instruction for the creation of an official educational journal. The new publication became known as The Western Journal of Education and absorbed many educational features of the *Golden Era* magazine. The Western

(*Continued on page* 13)

HARR WAGNER. C. Y BENJAMIN. J. D. WAGNER.

GOLDEN ERA COMPANY.

PUBLISHERS

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Ranch, Field and Fireside (Agricultural)....50 per year
Pacific Methodist (Established 1856).....$2.50 per year

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Subscription, $2.50 per year.

712 Montgomery Street.

San Francisco, Cal., Dec 29 1885

A letterhead of the *Golden Era Magazine*, Golden Era Company, Publishers, on which was written a contract to publish a book by Ella Sterling Mighels, author of *The Story of the Files*. The Indian is still used by the Harr Wagner Publishing Company as a colophon.

(*Continued from page* 12)

JOURNAL OF EDUCATION remained under state support until 1912 and was immediately taken over by Harr Wagner who had become an independent publisher under the company title that still bears his name.

The early issues of the WESTERN JOURNAL OF EDUCATION contained material dealing with the activities of the California Teachers Association, official state matters, articles of general educational interest, book reviews, and personal items. Much of this material has been carried over in the present issues of the magazine.

THE WESTERN JOURNAL OF EDUCATION'S continued success and influence in the growth and development of California education is attributed to several fortunate circumstances. For one, the present magazine was decidedly an outgrowth of a strong Western literary background. The publication is also a tribute to the sound educational leadership of Harr Wagner whose untiring efforts and sacrifices made the journal a profitable publication for the school people of California. It reflected the true spirit of a progressive West and perhaps is one of the best examples of a pioneering publication we have had in the history of American education.

"BLOSSOM TIME" WILL OPEN AT CURRAN

When "Blosson Time" comes to the Curran for two weeks beginning Sunday night, February 15, with matinees on Wednesday and Saturday, a rare treat is in store for local music lovers who will have the opportunity of hearing such celebrated pieces as the "Serenade," "The Song of Love," "Lonely Heart," and other Franz Schubert melodies rendered by the finest singing unit ever presented in a popular play.

Especially selected by the Schuberts for the twentieth anniversary presentation of "Blossom Time," the stellar cast is headed by Everett Marshall, the distinguished baritone formerly with the Metropolitan, who is starred in the role of Franz Schubert. Supporting Mr. Marshall are singers who have been recruited from grand opera, the concert world and the outstanding music conservatories of the country. For the role of the beautiful and bewitching Bellabruna, the producers engaged Marthe Errolle, the talented contralto who appeared with the Cincinnati Opera Company for a number of seasons during which she scored repeated triumphs in the title role of "Carmen." The part of Baron Schober is played by Frank Hornaday, one of the finest tenors in the world today. Playing opposite Mr. Marshall is Patricia Wing, one of Mr. Schubert's newest singing discoveries; a graduate of the Damrosch Conservatory, she appeared in concerts throughout the east until she was engaged to play the part of Mitzi, the daughter of the Viennese court jeweler.

NATIONAL COUNCIL OF STATE SCHOOL BOARDS ASSOCIATIONS

The second annual meeting of the National Council of State School Boards will be a luncheon-conference on Wednesday, February 25, in the Ballroom of the Hotel Whitcomb in San Francisco, according to an announcement made by the President, Mrs. I. E. Porter. Organized during the American Association of School Administrators convention in St. Louis in 1940, the National Council affords a medium of contact between the twenty-five or more state organizations of school board members which are already functioning, and other educational bodies. It also serves to stimulate the formation of state-wide groups, and the National Council has

Florence C. Porter

been hailed by educators as one of the important organizational developments during the past few years.

Last year at Atlantic City an enthusiastic meeting was held in the Hotel Ambassador, when Dr. John K. Norton, Professor of Education of Columbia University, and many other prominent educators shared the program which was arranged by Mrs. Porter and the National Secretary, W. A. Clifford of Mount Vernon, New York.

The Honorable James Marshall, President of the New York City Board of Education, will be the luncheon speaker at the San Francisco meeting, taking as his subject, "The Responsibility of School Boards During the War Emergency." Topics for general discussion are included in the following list, and discussion leaders will be announced later.

1. Desirability of Organized Effort of School Trustees for Protection of School Districts.
2. In-Service Training for School-Board Members—Facilities.
3. What is Origin, Purpose and Significance of Attacks Being Made on Public Education? Through School Budgets and School Levy Criticism? What Response Should be Made to Them?
4. What Principles, Policies and Procedures Should Govern Future Developments in Relation of Federal Government to Public Education?
5. What is School's Responsibility for Public Health, and What Changes are Desirable to Raise the Standard of Physical Fitness of Citizens?
6. Fields of Constructive Endeavor for State School-Board Associations.
7. Responsibility of State School-Board Associations in War Emergency.

Reservations have already been made by officers from several other state associations. The meeting is open to all persons who are interested.

Ira E. Garman, Chicago, Past President of the Illinois State Schoolboards Association, will act as commentator and discussion leader during the afternoon conference. Some of the participants will be Dr. John C. Almack, Dr. Louise Hector, Mrs. Ardella Tibby, Eugene Tincher, Dr. Ray K. Daily, Houston, Texas, and others.

THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

At a time when adults do not understand the social world, when individual attitudes and behavior in social relationships are confused, and when social interaction between nations is hostile, teachers of children must interpret the social studies in a positive, constructive manner for the small ones who will later build a post-war civilization. For this reason, the Twelfth Yearbook of the National Council for the Social Studies, *The Social Studies in the Elementary School*, is most timely. It will be of special help to teachers in developing a more wholesome, satisfying and effective program of elementary, social studies instruction.

NEW GRAMMAR BOOK INSPIRES STUDENTS TO VERSE

When students really like a textbook, it's news, for all too often textbooks are planned according to what adults think children ought to have and not according to what children want and need. But when a textbook — a *grammar* book at that—inspires students to express their appreciation of it in verse, it's practically revolutionary. *Laugh and Learn Grammar* itself is revolutionary, however, as the students point out in a feature article which they wrote about it in their school paper, *Far and Near,* at the John Burroughs Junior High School, Los Angeles. The article which the students published follows:

NEW BOOK CAUSES GRAMMAR REVOLUTION IN SOCIAL LIVING CLASSES AT J. B.

Students Favor New Book Over Old Type Texts

Grammar, a subject hundreds and thousands of students all over the country groan over and decidedly dislike, has taken on a new style between the covers of a book entitled *Laugh and Learn Grammar.*

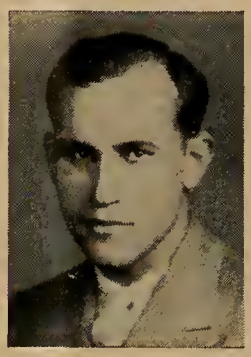
Several social living classes are using the text now in their study, and other classes are figuratively fighting for the next right of occupation. Such interesting and amusing comments as "Gee, I sure do wish all J. B.'s books were like these" and "Grammar is not half so bad as I thought it was" have been heard about the campus.

The grammar exercises all center about the characters in the story of "Paul Bunyan." Their unusual, funny antics are the kind students will never forget. The pupils do exactly what the title implies, they "laugh and learn grammar."

Mr. Irwin H. Braun, a teacher at our neighboring high school, L. A., is responsible for this revolution in grammar, as he has succeeded in writing one of the cleverest and most interesting books of its kind.

GREAT PAUL BUNYAN

I want to learn grammar both day and night
With "Laugh and Learn Grammar" I'll learn it just right.
Our book has a hero, both large and strong,
He's known as Paul Bunyan who lived ever so long.
Paul came from a legend which is very old
And now in this book it is being told.
He was a lumberjack high as a tower,
And when he was young, Niagara Falls was his shower.
Babe, his blue ox, is in it too,
And the funniest part is that he is blue.
Sixteen hundred will be reading it soon.
They'll even be learning it during the noon.
And in every city, state, and town
Kids will read it without a frown.



Irwin H. Braun

The young man "responsible for this revolution," Irwin H. Braun, was graduated from Hollywood High School in Los Angeles and from U. C. L. A. where he majored in psychology and minored in zoology and chemistry. The psychology major has been masterfully applied in *Laugh and Learn Grammar* which beguiles students into learning a usually distasteful subject by entertaining them with Paul Bunyan stories at the same time that really sound knowledge of grammar is being implanted—"conditioning," the psychologists call it.

Mr. Braun received his M. A. in English from the University of Southern California, and then went back to work for a doctorate at U. C. L. A. A chance to teach in the Los Angeles schools in September, 1937, together with his marriage to a U. C. L. A. Phi Beta Kappa teaching assistant in botany, delayed this degree.

Laugh and Learn Grammar was written during his second year of teaching to fill a specific need—he had to teach fundamentals of English grammar to a class of low I. Q. boys, grade A7. He tried every teaching method he knew, using every book he could find, until in sheer desperation, he wrote his own book. And it worked!

Paul Bunyan and his ox, Babe, from *Laugh and Learn Grammar*

Book Reviews

From the Macmillan Company

TEACHER-PUPIL RELATIONSHIPS by Bernice Baxter. Price $1.25.

"What makes a good teacher" has always been a provocative subject. Yet formal attempts to observe and record what does make a good teacher in terms of specific behavior in individual situations have been scarce, so that this is really an "original" book—original both in content and in approach. The subject of the book is a fascinating division of the whole interesting field of personal relationships, and is consequently prone to the difficulty which is implicit in the larger field—that the interaction of various types of personality *can* not be measured with complete exactness. But some general deductions can be made from a fairly wide sampling of representative teacher types, and this Dr. Baxter has done in a way that should prove helpful to teachers themselves and to those concerned with the work of teacher training and teacher selection.

In the opening chapter the writer discusses the increasing importance of the teacher's influence upon pupils in today's schools. The classroom now must be considered a "social laboratory" in which children prepare to meet the demands of life in a more and more complex world. The school is no longer entirely concerned with "the transmission of social culture." It is becoming instead "the center for the kind of group participation formerly true of the home . . . Perplexing problems of a social nature earlier restricted to the home are now being met in the school if the teacher has the foresight, initiative and ability to plan and direct these social undertakings for her pupils." Today's teacher needs to be not only a student of the world's culture and sciences—she needs also to be a human being capable of establishing rapport with children in order that she may stimulate pupil behavior consistent with expressed aims of American democratic education.

Bernice Baxter

Recognizing the need for more specific understanding of the teacher's degree of effectiveness, the author has for the past several years been observing teacher-pupil relationships with scientific care. Six teachers were selected first for observation and study, and several months were spent in observing and recording happenings in the classrooms of these teachers. Diary records of the observed behavior of the six teachers and their pupils made possible a somewhat complete description of each teacher's personality in terms of her influence upon pupils' reactions. The study of the six teachers served to validate a procedure which was used later in the observation of relationships in thirty-six additional classrooms. This book gives an account of the observational method used and the findings which resulted. Readers, however, should not approach the book in the hope of finding any one "pattern-personality" which the author has discovered. As the book is read, it will be apparent that no one teacher possessed all of the characteristics which were found to contribute to good teaching. The one teacher selected for detailed description in Chapter V was chosen "because

(*Continued on page* 20)

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The Elementary Schools of California Meet the Challenge of the Time

By Corinne A. Seeds
Principal, University Elementary School, Los Angeles

The people of this nation have viewed with increasing concern the steady encroachment of the axis powers upon those whose social faiths are opposed to theirs. They have seen the small constitutional monarchies of Norway, Holland, Belgium, and Greece as well as the republics of France, Poland, and Czecho-Slovakia fall before the forces of totalitarianism. They have suffered with the people of Britain as they have struggled to keep free the waterways of the world and defend their tiny Island. With the attack on Pearl Harbor, an integral part of the nation, the people of America have arisen in defense of the country whose very foundations are laid on the principles of democracy, a way of life, which eventually will usher in the Brotherhood of Man.

America asks itself how it can defend its basic principles: Educators are challenged as never before to re-examine the programs through which the children of the nation become citizens of a democracy. They are challenged as never before to define their objectives clearly and to arrange learning experiences for the children which will give them practice in *living* democracy. **If Hitler could produce a race of barbarians in twenty years, it behooves American educators to produce in far less time a race of people who are fired with the love of democracy.**

In a recent book, *Education for Death,* by Gregor Ziemer, reviewed in the February number of *The Reader's Digest,* the author flung this challenge to the educators of America:

American education has always been an education for life. We have emphasized and encouraged a broad cultural basis, even for those who are to specialize in trades and professions, believing that knowledge of many things makes for more joy in living. Our methods are now being seriously challenged. Hitler's youth shouts that our system is decadent; it points scornfully at our lack of enthusiasm, lack of discipline, and seriousness. We do not teach devotion to a cause, it says.

If we are to combat the spirit of German youth with our own spirit of democracy, it will have to be a rejuvenated spirit, a spirit as fiery in its concentration as Nazism is in German schools. Hitler is making Nazis with every means at his disposal. We must consciously work to make democratic Americans. He is preparing boys to die as soldiers, girls to bear more soldiers. We give boys and girls freedom and democracy and life, but we do not, as we should, train them to realize the benefits of these gifts and the obligations which go with them. Hitler is making fanatics. We should make believers. Our democracy, our heritage of freedom, is worth getting a little excited about. When I hear American students mumble the oath of allegiance to the American flag as if it were a tiresome nursery rhyme, I ask myself if we have any spirit at all.

"Let me die for Hitler!" cried the German boy. Our slogan must be, "Let me live for America!"

The elementary schools of California have long been "educating for life!" They are placed in the top rank in their development of a modern school program which emphasizes those experiences which contribute most to the education of free, enlightened happy members of a democratic social order. These phases include:

1. The promotion of sound physical health.
2. The making of satisfying mental, social, and emotional adjustments.
3. The acquisition of detailed and comprehensive understanding of the way in which people satisfy their basic human needs and desires in the physical and social world.
4. The mastery of skills and techniques essential to extend experience.
5. The ability to create aesthetically and enjoy the creations of others.
6. The building of attitudes which impel democratic ways of response.

California educators believe that the children of a democracy must be strong physically. School plants are constructed with increasing emphasis upon safeguarding the health of the children. Teacher-training programs include intensive studies of the health needs of children. Physical activities such as games, sports, folk-dancing, and creative rhythms in keeping with the physical and social development of children, are stressed in each elementary school. Emphasis is placed not upon developing the physically fit to engage in competitive games with other schools but rather upon helping each child to find joy and release in playing games with a group of his peers. To guide a physical education program with the objectives of democracy in mind is no small task. What to do to make the over-developed and under-developed children acceptable in games and so achieve status in the group taxes the ingenuity of the finest teachers. California educators have accepted the challenge to democracy offered by these physical activities. Through physical examinations, remedial work in posture, supervised practice in physical skills and enlightened teacher-guidance California's children are not only growing in physical strength but also in their ability to work together toward common goals—each one feeling that his finest contribution is essential for the best good of all.

Satisfying mental, social, and emotional adjustments are made only to the extent that persons are successful in satisfying the needs and desires which they feel. The educational philosophy which permeates all of the work in the elementary schools of California is founded upon the belief that all education is a result of the interaction of an individual with his social and physical environment as he seeks to satisfy his basic needs and desires. Therefore the courses of study of the state consider carefully at each age level the environments to which the children are to respond, the actual responses, and the guidance needed to further growth through such responses. If practice is to be democratic as well as educative, every child must satisfy the needs he feels. Therefore the school environment must include materials challenging to each child and also to the group as a whole. This principle holds true in all school activities—reading, number, social studies, etc. Democracy as well as personality is violated in situations where all of the children are expected to do the same thing at the same time and achieve like results. California educators strive to meet the individual and group needs which the children themselves feel and so keep them growing mentally, socially and emotionally.

In the field of the *Social Studies* the elementary schools of California have made a decided contribution to educational thinking and practice in the nation. In most school districts, through studies centered in wide areas of social experience,

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children are acquiring detailed and comprehensive understandings of the way in which people satisfy their basic human needs in the physical and social world, and while building these concepts, in working together cooperatively toward group goals, they are living democratically. Because California teachers have come to realize that the racial heritage composed of all of the known ways of behaving in life are the result of man's struggle to satisfy his basic human needs in his world, they accept the child's interest in these activities of man as basic to his (the child's) emergence as a future member of the world society and regard the Social Studies as the *core* of the curriculum. As the child pursues his interests in the field of the social studies in a way characteristic to him, he feels a part of himself all subject-matter which helps him to satisfy the needs he feels. Thus reading, number, science, the arts, geography, history all contribute to the satisfying of his purposes. California educators choose broad areas of experience for consideration at each age level with reference to the interests and abilities of the children who will explore them with regard to the basic content involved. They believe that these concepts basic to a democratic social life are progressively acquired and consider the *continuity* of such experiences from grade to grade as essential for the acquisition of the broad and deep understandings which should be the heritage of every American citizen.

The elementary teacher believes that the mastery of the so-called fundamental skills and techniques involved in reading, writing, computation, etc. is essential to every member of a democratic society. But she also believes that these should be acquired by each individual as he is physically, intellectually, and socially ready, and as his interests involve the need of them. She believes basic principles of democracy as well as those of child-growth and development are violated by forcing these very necessary skills upon children who have no need for them. How can America be strong if its babes of six are branded as failures because they cannot read? The elementary schools of California teach the skills well but they teach them in accordance with the best principles of child-growth and democracy.

That the tensions of life are released through aesthetic expression is a well known fact. Provision for such release is made abundantly in the elementary schools of California. Children are everywhere given the opportunity to make complete vital experiencing through some form of externalization. They share with others their thoughts and feelings through painting, creative rhythm, modeling, composing with words and musical sounds. Sometimes the results are judged by the children as uniquely beautiful. In that way children grow not only in expressing but in appreciating the works of others. With an emphasis given to such experiencing the children of tomorrow will possess ways of keeping sane in a mad world. Too, the children of California will never grow "leaden-eyed." Vachel Lindsay's indictment will not be appropriate to the children of this state. He said:

"Let not young souls be smothered out before
They do quaint deeds and fully flaunt their pride.
It is the world's one crime its babes grow dull,
Its poor are ox-like, limp and leaden-eyed.
Not that they starve, but starve so dreamlessly,
Not that they sow, but that they seldom reap,
Not that they serve, but have no gods to serve,
Not that they die, but that they die like sheep."

California has begun to meet the challenge of the time to maintain and extend democracy! Why? For years the State Department of Education has outlined and carried forward a program of educational guidance in line with the tenets of democracy. This program has been carried to the teachers, supervisors, administrators, parents, laymen, and boards of elementary schools by Miss Helen Heffernan, Chief of the Division of Elementary Education in the State of California. To her leadership, inspired by the vision of a "heaven on earth" has the outstanding progress made in the elementary schools of California been largely due. Devotion to an ideal far larger than herself has given her the power, the strength and the unfaltering courage to direct her leadership always in the direction of what is for the good of California's children and for the nation whose best interests they will serve.

WHY DIDN'T THEY GO TO SCHOOL?

"We have been compelled to reject over 50 percent of the individuals who have been called up for examination so far—150,000 of them because they have not reached the fourth grade educational level," said Brig. Gen. Lewis B. Hershey, national director of Selective Service, on November 5.

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Library News

Edited by MABEL R. GILLIS, State Librarian

CALIFORNIA COUNTY LIBRARY SERVICE TO SCHOOLS

By Mabel R. Gillis

California schools have a unique plan of library service through the county library system in effect in forty-eight of our fifty-eight counties. To understand school service under this plan, it is necessary to know just what we mean by California County Libraries.

The County Library Plan

The county library plan was adopted in 1911 as a means of giving general library service to rural districts comparable to that given in cities and towns. According to the law, a county library is established by the County Board of Supervisors, which also levies a tax (not to exceed one mill on the dollar) to support the library and appoints a librarian from a list of qualified persons, certified by the Board of Library Examiners. The County Librarian proceeds to set up branches in the larger communities and small stations in the places with less population and, from the headquarters in the county seat, sends out book collections to these designated locations so that eventually everyone in the county has easy access to a book center. The borrowers are not limited to the books in their own branch or station. If they have special needs which the small collection does not meet, or if they know of titles they wish to read, but do not find locally, they may ask their local custodians to request books from headquarters. If the books wanted are not available at headquarters, the County Librarian may request them from the State Library which lends books to borrowers all over the State through city and county libraries. To make the cooperation more complete the State Library maintains a union catalog, which supplies information as to where books may be found if they are not in the State Library collection. This information is given to the inquiring library which may borrow the book from the library that owns it through an inter-library loan agreement.

School Districts Contract for Service

The county library law, adopted in 1911, makes it possible for school districts to contract with the county library for service. Since early days in California, school districts have been required to provide funds for libraries in their schools. For many years these funds were spent by the trustees of library districts according to their individual ideas. Consequently a very unorganized book collection had been built up throughout the state, consisting of many adult books, out-of-date reference sets, unsuitable children's books, as well as a few appropriate titles. Furthermore, books in one district always remained there and became out-dated, worn and soiled. The flow of new books was infrequent, and in fact uncertain.

In recent years every elementary school district has had to set aside not less than twenty-five dollars per teacher for its library. The trustees may budget as much as they see fit, and many designate as much as fifty dollars per teacher. The money thus allocated for library purposes may be turned over to the county library and the school then becomes a branch of the library. The plan is effective when all or nearly all school districts in a county take the necessary action to become a part of the county library. Then by a pooling of the school library funds and by a frequent shifting of the books, every school receives a service many times greater than it could have by spending only its own fund. By actual figures it has been found that small schools generally have the use annually of material whose monetary value is three or four times as much as the amount of their library funds, while large schools receive the equivalent of from five to twelve times their apportionment. An additional advantage is that the schools have the services of professional librarians. In the larger counties one or more of the staff devote their entire time to service to schools. Also books are repaired expertly when in need of that care and are kept clean and whole. Volumes too soiled to be cleaned or too worn to be repaired are quickly relegated to the discard pile. The children therefore are assured of books carefuly chosen, frequently distributed and exchanged, and clean and attractive to handle.

How the Plan Works

Here is the plan in more detail. After the money is appropriated by the school districts, it is transferred to the county library fund. In the meantime the County Board of Education has adopted certain books for the school curriculum, and the teachers have requested the titles and number of copies they need. About these particular books the librarians exercise no option. The school funds must be spent only for books adopted by the Board of Education. However, for supplementary and recreational reading the Board often allows the librarian wide lee-way, specifying only that standard authorities be used in selecting books for the schools.

In regard to other school materials the practice varies. In some counties the county library purchases and handles visual material, maps and music records, in addition to books. In others the visual material is handled in the superintendent's office, and in some cases dictionaries, encyclopedias and maps are purchased by the superintendent's office or the separate school districts from funds especially set aside for these purposes. Whatever the particular variation may be, it must be thoroughly understood both by the superintendent, his office and supervisory assistants, and the county librarian. Otherwise misunderstandings can arise to the detriment of the service. Understanding is gained by frequent conferences between the county librarian and his school department staff on the one hand and the superintendent of schools and the rural supervisors on the other. Also in most cases the county librarian is included in the meeting of the County Board of Education when adoptions are made and is asked to report on the books on hand, how many copies of new titles can be purchased with the funds allowed and on other matters pertinent to this joint undertaking.

Exchange of Books Provided

As I have said, there is a constant flow of material to the schools, and that is provided in various ways. In all counties teachers are asked to make their requests, before school closes, for material that will be needed at the beginning of next year. Books to fill these requests are selected, prepared for use and packed by the time the new term begins. These shipments are delivered by the county library car or truck, by the rural supervisor or called for by the teachers themselves, whichever is most convenient. In the meantime, the essential reference books have been kept at the school, as well as other books that are known to be required at the beginning of the term. Following the initial shipment of books, other lots are sent all through the school year, at intervals dependent upon the time of need. These, too, may be conveyed in any of the ways I have mentioned. Most frequently, however, during the period when school is in session, the

books are called for by the teachers, who take this opportunity of talking over their problems with the librarian and looking over the many books available for their pupils.

Once the books are at the school, there are different methods of handling them. In the larger schools, of anywhere from fifteen to fifty or sixty teachers, there is almost sure to be a library room with a librarian or a teacher-librarian in charge. Books are sent for use from this library room to all classrooms. In smaller schools there may not be a central library collection but a library corner in every room, attractively furnished and decorated. Here will be found reference, study, and reading books all suitable for that one grade. The plan is flexible and easily adaptable to school facilities and policies.

Two California counties have bookmobiles for service to schools. These are different from the trucks that merely deliver books to the schools, in that they are equipped with shelves for the display of books so that selections can be made directly from the collection before the student, and the books can be charged out by the librarian who accompanies the bookmobile. Kern and Ventura counties, which are using this system for many of their schools, feel that it is very advantageous to have the trained librarian, who travels with the bookmobile, meet the children and advise them about their reading problems. Sometimes busy teachers in charge of library rooms have little or no time for this very necessary part of successful school library service.

Financial Arrangements

The financial side of county library service to schools has at times been a matter of controversy. In the beginning the county libraries assumed all expense of carrying the service, putting every cent of the school fund into books. That was back in the days when schools were using great numbers of supplementary readers and the service consisted mainly in seeing that all schools had enough copies of enough sets to keep them happy. This was not especially time-consuming. When educational plans changed and emphasis was placed not on sets of readers but many different titles, time and effort on school service increased in the county library. Later when units of material revolving around given subjects had to be made up and carefully routed, even more time of more people was required in the county library. Boards of Supervisors and librarians began to feel that it was unfair for the general county tax to carry the overhead burden of school service and agreements were made between the schools and the libraries whereby overhead expense would be allowed the county in the funds turned over by the schools. Later this was clarified in the law.

Today the amount of overhead varies but in some places runs up to fifty per cent of the fund, although the average is about twenty-five per cent. This includes mainly payments for salaries of those who devote their time to the school department, transportation costs, supplies and binding. It is a perfectly justifiable arrangement. The general county library tax could not continue to cover this special service, nor should it be expected to do so. If the schools had set up their own library department, they would certainly have had to cover these necessary expenses from school funds. The present plan is fair to all.

State Department of Education Cooperation

It is perhaps evident to everyone that such a plan as I have described presents many problems—problems of authority, of responsibility, of financial adjustment. The plan requires understanding and a spirit of cooperation on the part of school people and librarians alike. Fortunately in this state, we have had in the staff of the State Department of Education an interest in library problems. Particularly the Division of Elementary Education, with its belief in the validity of county library service to schools, has helped to work out difficulties and to encourage teachers and librarians in their attempts to give the best book service possible to the children in our schools. Four State Department of Education bulletins (Nos. 10, 11, 17 and 18) in 1934-35 covered various phases of the library in elementary schools and are still of great value. Fortunately, too, the great majority of teachers, rural supervisors, and librarians have worked together valiantly to make this plan live up to its acknowledged possibilities. That they have succeeded is evidenced by the fact that libraries in the elementary schools of California are a vital and indispensable part of our educational plan, not just taken for granted but constantly used and appreciated.

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Kelty

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BOOK REVIEWS

(*Continued from page* 15)

the growth process of the teacher as a person as well as the responses of children were more open to view than in the case of any other teacher." The study of forty-two teachers revealed "the need for responsiveness, adaptability, and personal resiliency in teachers rather than the possession of any set of exact or particularized characteristics."

Three persons experienced in judging teaching effectiveness assisted Dr. Baxter in the observation of the first group of teachers. A series of trial observations was made to determine how the experimenter's judgment of classroom happenings compared with that of the three cooperating observers. There was well over an 80 percent agreement between all three observers and the experimenter on conditions in classrooms visited. These trial observations substantiated the impression that there were obvious evidences of teacher-pupil behavior which were observable and recordable. The first group of teachers were observed for a period of five to six months. The observation and study of these six teachers indicated that there were prevailing teacher-pupil relationships in each classroom which were recognizable and capable of analysis, and the procedure gave promise of being a definite way of ascertaining teaching effectiveness. As the study was extended from the first group of six, to thirty-six additional teachers, the observers gradually worked out descriptive captions for various classroom happenings and listed under them samples of teacher behavior. Out of the study developed some pertinent suggestions for teachers in service. A chapter on this subject describes some ways in which teachers can examine their personal effectiveness and seek to improve their teaching. A chapter entitled "Evaluating the Teacher's Personal Effectiveness" contains a rating scale inspired by the fact that the findings of this study showed a teacher's effectiveness can be determined best by noting and analyzing pupils' responses to teacher conduct. The concluding chapter gives some of the implications of this study for teacher education and teacher selection.

A chapter entitled "Desirable Pupil Behavior" has as its purpose "to lift to a place of attention the desirable behavior of pupils as seen in the classrooms of some of the teachers" described in previous chapters. Specifically and in generous detail the author describes the desirable type of classroom which, if it existed in all American schools, could produce a generation of socially intelligent and personally adequate citizens.

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March, 1942

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THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made for themselves a real profession in California.

Good School Conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
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5. Public support for junior colleges.
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The dues of California Teachers Association are $3 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

President
JOHN F. Brady
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

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CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

Once again the Ides of March have come and gone with more import toward the happiness or wretchedness of man than one would have ever imagined could come to a world with a twentieth century consciousness. The old story of birth and life and death of individuals is again being played on a national scale with the entire world now the pawn at stake. Ways of life, manners of thinking, the wrecking of hopes, the smashing of civilizations, the molding of great populations into new and catastrophic modes of thought, total war with all its cruel and savage implications is the pall over most of the peoples of the world. And fast have been the changes forced upon those dealing with public and private education. In a struggle for survival of total civilizations only those aptitudes that have to do with conquering the foe forcibly, or fortifying the spirits of the combatants to carry out the dire necessities of war, are to the foreground. Education for the benefit of the individual is cast into the limbo of forgotten things, and those skills that make for the acceleration of the manufacturing of the tools of war, those arts that make for the solidifying of the public mind to bear the pains that are the accompaniment of war, and those sciences of healing that have to do with the repair of the mutilations of war, are now of total emphasis. Swift have been the moves of educational authorities to streamline education to fit war-time conditions. Already the majority of colleges of the United States have gone upon a twelve-month basis; core curricula have been inaugurated that have to do with defense and offense problems; public school systems are shortening the school year, some going on a six-day week; opportunity of finishing both high school and college work in three-year terms are now in vogue in many sections of the country; in agricultural regions high school children and those of the upper grammar grades are this summer to be permitted to aid in the harvest of the nation's crops, a situation made possible by the lengthening of the summer vacation period. The demands of the armed forces and those of business are fast depleting the ranks of the last two years of the high schools of the country, perhaps even more than those of college grade, for in the sites of higher learning the emphasis is upon retaining the individual until he can be trained for a more valuable contribution to the war effort.

The trend of lower paid teachers to leave their teaching jobs and take positions in industry continues to increase. This tendency also has affected greatly those teachers of the manual arts in the high schools, but here the drop of enrollments has not had as adverse an effect as one would imagine. Support financially of public education continues to be in accordance with each state or community's judgment of the direness of the emergency. While in no region of the United States is there the necessity of cutting down on public school expenditures, in many sections this is done because of the general nervousness. On the whole, perhaps, the majority of boards of education are continuing to ask for the continued and usual support of the schools under their jurisdiction. To curtail educational expenditures just because of the times to most educators is a penny-wise pound-foolish policy, for if this is to be a long war those children they are now educating will be those that have to rebuild the future, and if a sound education is lacking the future will indeed have a sorry outlook.

✓ ✓ ✓

The Board of Education of Jersey City, New Jersey, has voted to move back the hours for grade schools one hour in order to save electricity. Previously the schools opened at 9:00 A. M. and closed at 3:00 P. M. Under the new schedule, effective March 2 last, the hours will be 10:00 to 4:00. A rearrangement of the high school schedules is also forecast.

✓ ✓ ✓

"Universities Are in the War," an editorial of the *New York Herald Tribune*, gives one of the best of the recent summations of the place of higher education in the war effort. We quote: "The colleges and universities continue to demonstrate that they are alert to the demands total war makes on the nation. They deal with young men; as training organizations they are indispensable to the war effort; they have valuable plants, well staffed research laboratories, that can and will be war aids. On the other hand, war itself threatens to curtail their resources, to cut their staffs and enrollment, to complicate their finances. That they have realized these things and have taken steps to insure and augment their usefulness is therefore important. We have already noted that the eastern universities have instituted year-round schedules and have begun to adapt their curricula to war needs. The western universities have done likewise. Resolutions by the commission on college and university war problems for the western area recommend that the schools be placed on a twelve-month basis, that students be allowed to enter college immediately upon leaving high school, that courses be speeded up so that most can complete them by the time they are of draft age. The resolution asks that R. O. T. C. units be extended to more students, give more intensive military training and work on a twelve-month basis. They urge particularly that civilian pilot training courses be on a military basis. They urge rearrangements of courses of study to make the maximum contribution to the nation's war program. They ask also certain draft

deferment concessions to allow students to complete training in war-useful subjects. This is a realistic approach. Dr. Robert M. Hutchins, of the University of Chicago, states it, as he says, flatly and crudely, to make plain that the setting of university work has been completely changed. "When war has been declared, long-run activities must be sacrificed to the short-run activity of winning the war . . . We have stood for liberal education and pure research. What the country must have now is vocational training and applied research. What the country must have we must try to supply."

Harrisburg, Pennsylvania, capital of the Keystone State, has had for almost a decade now Dr. R. R. Abernethy as superintendent of schools. His imprint and philosophy of education is now showing definite form upon the school system. The teacher as an individual in close daily contact with the same group of pupils for a period of years is being stressed. Departmental work in the lower grades has been eliminated for several years. This will see the last mid-year promotions, the removal of which was started six years ago. Core curricula are being made the point of departure in the elementary schools. In the junior high schools slower-moving groups are held together under one teacher for the basic subjects being departmentalized only for the special subjects. This year, Miss Helen Krall, long one of the outstanding elementary supervisory principals, was promoted to the position of elementary supervisor replacing Miss Anna V. Wert just retired after a long and eventful career in the Harrisburg schools. Both Dr. Abernethy and Miss Krall believe that only by intense study of individual pupils over a period of years can teachers sense the different needs of each child and aid the pupil in a sane and careful manner.

Added fuel to the controversy long waged between those educators holding to the precepts of Progressive Education and those favoring the more formalized approach that has had the benefit of centuries of use is contained in the first volume of a five-volume study of a report on an "Adventure in American Education" by Harper & Brothers. This first volume titled, "The Story of the Eight-Year Study" is by Dr. Wilford M. Aikin, professor of education at the Ohio State University College of Education and chairman of the Commission on the Relation of School and College of the Progressive Education Association. This Commission financed by $500,000 from the Rockefeller General Education Board and the Carnegie Corporation of New York has for the past eight years been carrying on a nation-wide study covering 3,600 students, using 400 experts in the process, having the cooperation of thirty progressive schools and more than 300 colleges, trying to find out whether progressive methods of study were more efficient than the traditional methods of schooling. This study was directed by a committee of thirteen educators of the Progressive Education Association. As will probably be brought out by the opponents of the Progressivists it would be too much to expect that the findings of this $500,000 report, taking eight years to make, would be against the principles the Progressive School stands for. This report finds that Progressive Education is far more efficient than traditional methods of schooling.

The report found that boys and girls educated in progressive schools show more leadership, think more clearly, have a better understanding of democracy, take a keener interest in good books, music and art, and get slightly better grades in college than those from traditional schools. The study matched the college records of 1,475 students from the progressive schools with those of an equal number of traditional school graduates. Members of each matched pair lived in the same kind of community, had the same intelligence rating, the same type of family background and the same general interests and ambitions, and in other ways were much alike. A staff of college teachers followed closely the careers of the two groups, watched their college grades, recorded their extra-curricular activities, interviewed them often and gave them many special tests. The study found that progressive students rated four points higher than those from traditional schools in average grades. In a rating system where 4 stands for an "A" mark the progressive students averaged 2.52 and the others 2.48. The progressive students surpassed the others in individual subjects in every field except foreign languages. In addition, the progressives won more academic honors, had more intellectual drive, were more often judged to be precise, systematic and objective in their thinking, had clearer ideas about the purpose of their education, were more resourceful in meeting practical problems and took a keener interest in local and world affairs. The study found that progressive students went in for more activities in art, music and dramatics, appreciated concerts and the theater more, went to more dances and did more reading and writing. They joined clubs and were elected to fraternities more often, and won more campus honors. They were more careful in choosing a career, knew more about job requirements and appraised their own abilities more conscientiously. The only fields in which the progressive students were less active than the others were varsity athletics, debating, campus religious organization and social service work. In other aspects of college life there was little difference between the two groups. Each worried as much, had as many personal friends, made friends as easily and planned its time as well as the other. Specific findings of the Commission are as follows: The assumption that preparation for the liberal arts college depends upon the study of certain prescribed subjects in the secondary school is no longer tenable. Until the purposes of general education in the liberal arts colleges are clearly defined and plainly stated, subject and unit prescriptions and entrance examinations that prescribe the content or organization of the secondary school curriculum should be discontinued. A plan of admission should be adopted which provides the college with needed information concerning candidates, but which does not prescribe the content or organization of the secondary school curriculum. The failure of schools and colleges to coordinate their work has resulted in enormous wastes of time, effort and money. The tragic consequences to thousands of boys and girls are beyond all measurement.

A picture of the times showing how far modern youth is removed from the toil and hardship of our forefathers comes in this headline "Yale Men Turn Ditch-Diggers to Toughen up for the Draft Call." Dr. Charles Seymour, university president, reports that starting March 30 compulsory physical training for all Yale University students will include such virile forms of manual labor as ditch-digging, wood-chopping and other activities of like nature to prepare them for the draft.

Western School News

Edited by MORRIS WAGNER

FREDERICK A. RICE IS NEW PRESIDENT OF GINN AND COMPANY

At the February meeting of the directors of Ginn and Company Frederick A. Rice, a director, and manager of the San Francisco office, was elected President of the company.

Mr. Rice succeeds Henry H. Hilton, who in his fifty-two years with the organization has played a leading part in its affairs. Mr. Hilton will remain active in the company as chairman of the Board.

Mr. Rice has been associated with Ginn and Company for thirty years. In 1937

Frederick A. Rice

he was admitted to partnership in the firm and since 1939 has been a director. He is a trustee of Mills College and has been an officer of the Oakland Forum, serving as president from 1935 to 1937. In his new position his headquarters will be in the Ginn and Company home office, Statler Building, Park Square, Boston. He will not sever completely his association with the San Francisco office and will continue to be actively interested in everything connected with the business of his company in the western states. This will be good news to western school people because no bookman is better known and liked on the West Coast than Fred Rice.

Mr. Rice becomes president in the year when Ginn and Company, founded in 1867 by Edwin Ginn, is celebrating its seventy-fifth anniversary. The Company has grown through the years until today its list embraces more than three thousand titles and the organization has offices located at seven key points in the United States as well as in London, Toronto, and, until recently, Manila. The San Francisco office of Ginn and Company was established in the early years of the company by Mr. Fred B. Ginn, a brother of Edwin Ginn. He was succeeded in 1907 by Selden C. Smith who was manager of the San Francisco office from that date until his death in 1939. Mr. Rice, long associated with Mr. Smith as his assistant manager, succeeded him in 1939.

NEW SUPERINTENDENT, SAN BERNARDINO CITY SCHOOLS

J. R. Croad, Superintendent of Schools in Monterey from 1935 to January, 1942, is now Superintendent of San Bernardino City Schools. During his last year in the Monterey schools Mr. Croad had acted also as deputy superintendent of the high school district. Mr. Croad had gone to Monterey from Sacramento where he served as a principal for six years. During this time he was co-author of a spelling series which was adopted by the State of California — *The Pupil's Individual Speller,* written with E. P. O'Reilly and W. J. Burkhard, both members of the Sacramento school staff.

Before joining the Sacramento staff Mr. Croad had positions as principal in Chico, Berkeley and Calistoga. He graduated from Chico State College in 1922 and accepted a position in Chico. He

J. R. Croad

left Calistoga in 1928 to take a year of graduate work at Stanford University, where he received his M. A. Mr. Croad was president of the California Teachers' Association, Northern Section, for two years, and served two years as California Director for the National Education Association.

SILVER BURDETT PRESIDENT DIES

Silver Burdett Company, textbook publishers of New York, Chicago and San Francisco, have announced the passing of their president and treasurer, Mr. George L. Buck, on Thursday, February 5, Orange, New Jersey. Mr. Buck had just completed, on February 2, thirty-nine years of service with the company.

After graduation from Colgate University in 1901 he taught school in New York State and became connected with the Chicago office of Silver Burdett Company in 1903, advancing to the position of assistant treasurer. In 1919 he was transferred to the Boston office in charge of manufacturing. On March 16, 1920, he was elected to the Board of Directors and to the office of first vice president in March, 1921. In 1922 his duties transferred him to the Newark office of the company, which at that time was the home office. Following the retirement of Mr. Albert Carr, in 1925, Mr. Buck was elected to the office of treasurer. Following the death of Mr. Haviland Stevenson he succeeded to the presidency on April 1, 1928. He remained as president and treasurer until his death.

Under Mr. Buck's able direction the company passed successfully through the difficult post-war and depression years. On August 31, 1933, he was elected secretary of the National Textbook Publishers Council, which represented more than ninety per cent of the industry. His untiring service in this capacity brought him in touch with the publishing profession, where his power of analysis and sound judgment were greatly respected by the industry during a number of trying years. He worked earnestly for higher standards in textbook production and in educational achievement.

Mr. Buck was born at Sugar Hill, New York, September 4, 1877. Following his graduation from Colgate University he served on its alumni council. He was a member of Phi Kappa Psi and Phi Beta Kappa fraternities.

* * *

THE THOMAS Y. CROWELL COMPANY announces the death of Thomas Irving Crowell, Chairman of the Board, on Sunday, January 11, 1942, in his sixtieth year with the company.

* * *

GRAHAM LOOFBOUROW, Assistant Professor of Education and Principal of College Elementary, Chico State College, will serve as director of the Demonstration School at the summer session of the University of California.

* * *

MARY COOPER, for the past several years a valued member of the staff of the Berkeley Public Library, has been appointed librarian at March Field.

GROWTH OF MOUNTAIN VIEW SCHOOL DISTRICT

The administration of Chas. R. Crooke, Principal and District Superintendent, Mountain View Union High School, since 1936, has brought a wide range of important improvements to the school district. Most outstanding perhaps is the new library which is part of a new unit including also four classrooms and administrative offices, and costing $75,000. Designed for both beauty and efficiency, this library can hold its own with any in the state. The school is now modernized, moreover, by a new public address system, outdoor and indoor, which cost $2500, and by a sound movie projector. Many improvements have been made in physical education equipment. These include: earthquake proofing of the gymnasium, $10,000; a new 7-foot steel wire fence around the athletic field, $5000; lighting for the football field; new baseball and football bleachers, with a capacity of 2500; new locker rooms for both boys and girls and 250 new steel lockers.

The school has acquired three new busses, new shop equipment, and ten members have been added to the faculty.

There has been a complete revision of curriculum under Mr. Crooke, the most recent innovation being the establishment of an adult education department.

The enrollment has increased from 450 students to 650, and ten members have been added to the faculty in the last six years.

Rapid growth in population in Mountain View is due to three factors chiefly. The district is situated close to both Moffet Field and the Permanente Cement Plant, and is also in line with the general exodus of population which has taken place down the peninsula to low-rent districts.

Mr. Crooke began his teaching career in the rural schools of his home township in southern Indiana in 1914. In 1916-1917 he taught in the high school from which he had graduated. From 1917 to 1922 he was head of the history department and vice principal of New Castle, Indiana, Junior-Senior High School. Mr. Crooke came to California in 1922 and attended San Jose State College where he obtained his A. B. From 1923 to 1933 he was district superintendent of the Willow Glen elementary schools, Santa Clara County. He received his A. M. at Stanford University and did additional work there in 1933-1934. From 1934-1936 he was in charge of special survey work and supplies in the San Jose School Department.

The Mountain View Union High School

Mr. Crooke is now president of the Santa Clara County Board of Education, having been a member of the Board since 1925. He is a member of the American Association of School Administrators and has attended the last five national conventions. He is a past president of the Santa Clara County Schoolmasters' Club. Mr. Crooke is now Chief Emergency Warden of Civilian Defense Work in the Mountain View area.

ESSAY CONTEST—"WINNING THE PEACE"

To encourage serious study now of the problems involved for our country in really winning the war by winning the future peace, the Columbia Broadcasting System, Pacific Network, and the Pacific Southwest Academy are sponsoring an essay contest on the subject "America's Role in Winning the Peace." The contest is in connection with the radio forum series, "What's it All About," heard every Sunday evening from 9:30 to 10:00 P. M., Pacific War Time, over the entire Pacific Coast Network of CBS.

The contest is open to any graduating high school senior, or any graduating junior college student in the United States. It has been endorsed by the Los Angeles City and County school systems, and by Mrs. Irene T. Heineman, Assistant Superintendent of Public Instruction, State of California.

Prizes of scholarships for the school years 1942-1943 will be awarded first, second, and third place winners from the following list offered by the colleges and universities cooperating in this contest.

For graduating high school seniors:

- One $225 scholarship, Occidental College.
- One $350 scholarship, Pomona College.
- One full tuition scholarship, University of California, or any of its branches.
- One $300 scholarship, University of Redlands, one-half the amount to be available for each of two years.
- One $200 scholarship, Whittier College.

For graduating junior college students:

- One $225 scholarship, Occidental College.
- One $300 scholarship, University of Redlands, one-half the amount to be available for each of two years.
- One $200 scholarship, Whittier College.

Essays are to be not less than 2000 words, nor more than 3000 words in length. Each manuscript must carry the written statement of a faculty member that the essay is the original work of the student. Manuscripts must be typed double space on standard size paper, and bear the name, and age of the entrant, his home address, and the name and address of his school.

Not more than two essays may be entered from any one high school or junior college. At the time of submitting his essay the contestant shall indicate his first, second, and third preference among scholarships offered to winners in his classification. Winners must meet all the entrance requirements as to scholarship and character of the colleges or universities selected. To make certain of eligibility for admission contest entrants should consult an institutions catalogue before indicating preferences.

All manuscripts must be in the hands of The Pacific Southwest Academy's Essay Contest Awards Committee, 2324 South Figueroa Street, Los Angeles, by Friday, May 1, 1942, and must not be postmarked later than midnight Thursday, April 30, 1942.

All manuscripts become the property of The Pacific Southwest Academy and the Columbia Broadcasting System and cannot be returned. Decision of the judges is final and will be announced on the regular Sunday evening broadcast of "What's it all About?", May 17.

The Regular Annual Conference of elementary school principals and district superintendents sponsored by the State Department of Education in conjunction with the Southern Section of the California Elementary School Principals Association will be held at the University Elementary School, University of California at Los Angeles on May 2. Through the cooperation of Miss Corinne A. Seeds, Principal of the University Elementary School, and the supervising teachers, the school will be in operation in order that principals may have an opportunity to observe the educational program and participate in subsequent conferences.

Luncheon will be arranged at Kerckhoff Hall. Following the luncheon Miss Corinne A. Seeds will speak on *The Program of the University Elementary School.* Miss Helen Heffernan will speak on the subject *Inter-American Education in the Program for National Defense.*

RESOLUTION ADOPTED BY ELEMENTARY PRINCIPALS

To the common battle of democratic peoples against brute force and perfidy the elementary schools must bring a special contribution.

First, it is necessary to provide the organization for utilizing a reasonable portion of pupils' energies in advancing the war effort. Conserving food, preparing Red Cross supplies, and investing in defense stamps are but a few of the specific activities.

Second, it is the duty of elementary schools to protect pupils from physical hazards. Particular stress must be placed upon dangers arising from the war effort without neglecting the energies directed toward the prevention of traffic, home, and recreational activities.

Finally, it is an obligation of the schools to alleviate the emotional and mental hazards of the present crisis. It is unnecessary for young pupils to be subjected to gross shocks and hatreds in order to build understanding of America's purposes in the world struggle. To these major lines of action the Department calls upon all elementary school principals to dedicate their hearts and their energies. Never before have the American people expected so much of the leaders of elementary education.

Mr. President, I move the adoption of this resolution and that it be printed in the April issue of the *National Elementary Principal,* the bulletin of this department.

Signed, Fred Zimmerman
Seconded, C. W. Preston

February 23, 1942.

Presented at first general session of the Department of Elementary School Principals of the N. E. A. assembled in Gold Ballroom, Palace Hotel, San Francisco, California.

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ALL ROADS LEAD TO DENVER NEXT JUNE

Denver will be host to the N. E. A. convention this summer. After the convention, the vacationlands of not only Colorado but the entire West await convention members.

The N. E. A. convenes June 27, and Mrs. Myrtle Hooper Dahl, its president, promises a program that will repay the convention delegate for his journey whether he come from Alaska or Puerto Rico, Maine or California.

Located not far from the geographical center of the United States, Denver, the metropolis of the Rocky Mountain West, is 2,000 miles inland from the Atlantic Coast, and 1,400 miles from the Pacific. It is about 1,000 miles from the Mexican border, and 1,000 miles from the Canadian line. Served by numerous bus lines and seven railroads, the city is the hub from which roads lead, like the spokes of a wheel, to the vacationlands of the West.

From Carlsbad Caverns, near the Mexican border, to Glacier National Park on the Canadian line, the Rocky Mountain West offers one adventure after the other in scenic grandeur, and unfolds chapter after chapter in the epic of America's frontier days.

In Colorado itself which boasts fifty or more mountain peaks over 14,000 feet in altitude, the delegate may visit these places of world renown! The Rocky Mountain National Park, famous for the Trail Ridge Road over the Continental Divide, Long's Peak, Estes Park, and Grand Lake; The Pike's Peak region: Colorado Springs, Manitou, Cripple Creek; The Royal Gorge with its famous suspension bridge; Mesa Verde National Park, one-time home of the cliff-dwellers where expert historians, archaeologists, and anthropologists of the Government park service are ready to tell you of an ancient civilization; The western slope: Glenwood Springs, famous for its natural hot springs; the Grand Mesa, with its incomparable scenery; the old mining towns of Silverton, Telluride, and Ouray; land of the Million-Dollar Highway and breathtaking roads over the Continental Divide; Denver's municipal parks with its 100 miles of road through magnificent mountain scenery and its Park of the Red Rocks, with its celebrated out-door amphitheater; Central City; Mount Evans.

Fortunately the N. E. A. delegate who comes to Denver can combine his convention trip with summer school plans, as well as with vacation experiences. Within Denver itself and at distances of only a few miles from the city, are located fine universities, each of which will offer unusual summer school opportunities.

"CLEAR THE DECK" TO WIN THE BATTLE

When the Captain learns that a battle is ahead, he orders his ship cleared for action. Much of the furniture and the conveniences on the ship are ripped away and thrown overboard. These things may be useful for ordinary living, but they may constitute a hindrance in a battle which means life or death. Regardless of the sacrifice those things which interfere with winning the battle must go.

We, the citizens of the United States, have received the all-out battle signal. In our business, in our profession and in our personal lives those things that hinder our greatest strength must go. We must think now, not merely of value, but of greatest value. He who would save everything may lose everything. Let us clear the deck for action.—Virgil E. Dickson, *Superintendent of Schools, Berkeley, California.*

SOME HIGHLIGHTS OF THE A. A. S. A. CONVENTION

By Arthur H. Chamberlain

"Education for a Free People" was the theme of the 72nd Annual Convention, American Association of School Administrators. Thus for the first time in its history has the meeting of this Association been held in San Francisco. The dates, February 21-26, will long be remembered. A mere resume of the convention can be nothing but inadequate. We must await the publication of the proceedings in book form to fully appreciate the offerings and the results to flow from the various sessions.

As indicating the spread and extent of the subjects discussed and the significance of various meetings, it is worthy of note that of general sessions, most of which occupied the hours of the forenoon, there were a total of 19. Because of the throngs seeking admission it was frequently necessary to hold two or three section meetings at the same time. The afternoons were given over to departmental and organization meetings, of which there were 18—104 different group meetings in all. At these general sessions, department meetings and discussion groups, there were 460 different speakers listed in the program who participated.

But this summary falls far short of the extent of the ground covered during the week of the convention. There were allied organizations holding sessions in connection with the School Administrators—a total of 60 different meetings. Added to these were 101 breakfasts, luncheons and dinners that combined business and social features. And finally, other meetings to the number of 55 were held. At all of these meetings, discussion groups and panels, there were participants to a number far in excess of the total stated number of speakers.

The general sessions were held in the Fox Theater, War Memorial Opera House, High School of Commerce, Veterans' Building and Congregational-Methodist Temple. The section or group meetings were held for the most part in the main hotels and Veterans' Building. The entire main floor of the Civic Auditorium was given up to exhibits, in which there were 179 participants. These exhibits included school text and supplemental books to a total of more than 60 different publishers. The various book company exhibits were supplemented by those of such material and equipment firms as desks and seats, films and slides, health education materials, laboratory apparatus and supplies, magazines and periodicals, office equipment, safety education materials, radio equipment, tests and measurements—a total of 54 different classifications.

But these items and figures do not begin to reflect the high lights of the week's meetings. If one were to evaluate the central thought running through the convention, it would be that of education for preparedness. The entire program was hooked up to set the schools in high gear to prepare the nation to defend our democratic ideals. Emphasis was constantly placed upon the responsibilities and obligations of the education of free men in American democracy. The afternoon discussion groups carried forward the main features of the themes presented at the general sessions.

Attention was given to post-war education. In other words, thought was directed, not only to the winning of the war, but to the winning of the peace. Americanization and Citizenship was likewise an important subject for consideration at both general sessions and in the discussion groups. Dean William F. Russell of Teachers' College, Columbia University, spoke on several occasions. Dr. Russell is Director of the National Citizenship Education Program, and is spending much of his time in Washington. Before coming to the coast Dr. Russell participated in a regional conference on National Citizenship Education at Salt Lake City, Utah. He cleared up many obscure points at the convention here in regard to the personnel of the teaching body, the preparation of materials for class-work, and like important matters.

Emphasis was placed upon the spiritual values in education, the relation of education to government, morale building, place of the U. S. Office of Education in the general program, health in the schools, radio education, America in the Far East, War-time projects in the schools, other programs for a free people, and America's destiny. There was consideration given to character education, adjustment of rural schools to present needs, school equipment and supplies, parent education, the school library, planning of the curriculum, the guidance program, the proper training for our men who are to enter military service, adult civic education, relation of vocational to general education and other important matters.

A concert of Pan-American music by the San Francisco Public Schools created intense interest. A program dedicated to America's youth, entitled "Listen Mr. Speaker," was presented by the Public Schools of Oakland. The general programs included an evening devoted to the 18th Annual Associated Exhibitors. The Chairman was Harry C. Grubbs, President of the Associated Exhibitors. Of great significance was the presentation of the American Education Award to Dr. Robert Andrews Millikan of the California Institute of Technology. In accepting the award Dr. Millikan spoke of the development of education during the past decades, and gave a prophecy for the future. The program closed with the enactment of "The Milestone Cavalcade," a spectacular review of music, dancing, humor, and impersonations.

Allied organizations presented programs —the Department of Elementary School Principals, Rural Education, County Superintendents of Schools, Supervisors and Directors of Instruction, Department of Vocational Education, Secondary School Principals, National Council of Education, and many other groups and organizations at which particular phases of school work were considered.

The President of the American Association of School Administrators was Dr. W. Howard Pillsbury, Superintendent of Schools, Schenectady, New York. Dr. Pillsbury is a presiding officer of distinct merit. His successor is Homer W. Anderson, Superintendent of Schools, St. Louis, Missouri. Great credit is due Executive Secretary Sherwood D. Shankland, under whose direction the entire program was arranged. The City Superintendent of Schools of San Francisco, Joseph P. Nourse, acted as host to the convention. A local committee of arrangements was directed by Dr. A. J. Cloud.

A glimpse into what post-war education may mean was given by Dr. William F. Russell, who said:

"A battered people, limping off the field, will not be able to afford all that they want; and post-war poverty and exhaustion will force us, in order to secure human rights, to exercise every economy."

This, he believed, would result in the combining and unifying of efforts, "and to the elimination of much of the duplication of effort between various governmental agencies."

In accepting the gavel president-elect Anderson said:

"By this convention, we have succeeded in unifying all educational forces,

insofar as the school's function in war is concerned.

"What we've done at this San Francisco meeting should enable the schools to do their part in winning the war, and the peace to come. The proposals we've adopted here will be promptly referred by the delegates to their own schools, their school boards or boards of education."

A master plan whereby the Nation's schools and colleges may be rapidly geared to aid in the war effort was submitted in the resolutions.

It will be swiftly conveyed to educational institutions throughout the United States by the convention delegates—college presidents, high and grammar school principals, city and State Superintendents of schools and college teachers of education, and unanimously adopted by the convention. The plan pledged that school administrators will do all in their power to:

Provide, through the development of local school systems, for training for defense industries.

Improve preparation for technical and professional education.

Offer basic training for mental power, physical fitness, and emotional stability.

See that educational agencies undertake to guide young people under 20 years of age in deciding between school and military service.

Offer instruction in first aid and similar skills, and help make school facilities available to adults as well as to in-school students for their physical protection.

The plan was the educators' answer to pleas voiced throughout the convention by governmental speakers—pleas that the schools turn out more trained defense workers; more doctors, dentists, engineers and technicians; that students be "toughened up" physically.

SUCCESSFUL MEETING OF THE NATIONAL COUNCIL OF STATE SCHOOLBOARDS

California educators may well be proud of the accomplishments of the National Council of State Schoolboards Associations, which is an organization jointly sponsored by the California School Trustees Association and the New York Association of Schoolboards some years ago to serve as a clearing house for activities of the various State Associations already organized. Mrs. I. E. Porter, President of the National Council, presided at the luncheon-conference held in the beautiful Roof Garden of the Whitcomb Hotel in San Francisco, on Wednesday during the A. A. S. A. Convention. Delegates from many parts of the United States were present to hear Mrs. Porter discuss "The Place of the National Council in the Protection of Public Education" preceding the conference of the afternoon. She stressed as five important fields of service (1) In-service training for schoolboard members; (2) better equalization of educational opportunity (3) interest in teacher welfare (4) public relations and stronger protective legislative groups and (5) conservation and protection of public health. Schoolboards working individually and collectively may be of vast assistance in maintaining a sane equilibrium while assisting in adjustments made necessary by war emergencies.

Mr. James Marshall, President of the New York City Board of Education and actively interested in Civilian Defense in his home city, outlined a broad program for schoolboard members, and brought out the need apparent in nearly all parts of the country for consideration of the problem of school support, as well as posssibility of the use during summer months of schools for constructive recreational courses.

The afternoon conference followed the theme "Fields of Constructive Service for State Associations" with Mr. Ira E. Garman, past President of the Illinois School Board Association, as Commentator. Discussion leaders were Dr. John C. Almack, Stanford University; Dr. Spencer Stoker, Danton, Texas; Mrs. Ardella B. Tibby, Compton, California; Mr. Harold Olson, Delano, California; Dr. Louise Hector, Berkeley, California; Dr. Louise Hector, Berkeley, California; Mrs. E. K. Strong, Palo Alto, California; Dr. Ray K. Daily, Houston, Texas, Dr. Inez J. Lewis, Denver, Colorado; Mr. F. J. Brady, Providence, Rhode Island; Dr. O. P. Dellinger, Pittsburgh, Kansas; Mr. Cameron Beck, New York City; and Dr. Calvin Grieder, Boulder, Colorado.

Mr. John J. Allen, Jr., Past President of the California School Trustees Association, presided with Mrs. Porter during both sessions, speaking briefly of the history of the National Council and introducing Mr. W. C. Schmidt, Deputy Superintendent of Schools in San Francisco who voiced the welcome of the Department, and Mr. Philip Lee Bush, President of the San Francisco Board of Education, and the guest speaker Mr. James Marshall.

A. A. S. A. IS PLEASED BY HISTORIC DRAMA OF BAY AREA

Ranking educators who usually obtain their history from textbooks were delighted when students of George Washington High School told what they had learned of San Francisco through the medium of the drama at the recent convention of the American Association of School Administrators.

The students presented "This is My Land," a swift-moving bit of pageantry, depicting the history of San Francisco in two performances from the stage of Veterans Auditorium on Monday afternoon, February 23 and Tuesday afternoon, February 24, at 4:45 o'clock.

The performance was originally suggested by S. D. Shankland, executive secretary of the administrators.

Dr. A. J. Cloud, chairman of the local convention committee gave the assignment to Mr. E. J. Cummings, principal of George Washington High School, San Francisco, because of previous successes attained by that school in a new technique —a combination of stage drama with the swift-moving character of a radio performance. The presentation, in costume, was developed by Miss Helen Archer, teacher of dramatics at George Washington, who was assisted by Mrs. Myrtle Swanson, in charge of choral groups, and Miss Myra McMillan, in costuming.

"This is My Land" drew capacity audiences at both performances and drew praise from Mr. Shankland as well as Dr. Cloud and other leaders. The production also came in for considerable praise from the committee in charge of the official convention summary, not only as an innovation in convention practice, but because of the worthwhile history it gave of San Francisco.

Library News

Edited by MABEL R. GILLIS, State Librarian

LIBRARY BUILDINGS IN 1941-1942

A review of library construction in the past year reveals a few new buildings incorporating many modern ideas, some new branch libraries completed and additions made to existing facilities.

The latest building to be completed is the one at Fullerton dedicated late in January of this year.

Fullerton Building has Modern Features

The building, constructed by the Works Projects Administration, was designed by Architect Harry K. Vaughn. The architect employed decorative features characteristic of early California under Mexican administration. Long tile roofs, the light walls, the colored dados, the deep reveals of the doors and windows and the patios are typical of this architecture. At the same time, the modern needs of an efficient, functioning library were kept in mind.

Windows are placed high, not only from the standpoint of design and lighting but also to afford long unbroken walls for recessed bookshelves. The large, low, tile-silled art glass windows at the ends of the Reading, Reference and Children's Rooms introduce light, color and design into the rooms. The picture inserts in these windows depict themes appropriate to the rooms. All other windows throughout the building have cathedral glass, which admits light while eliminating glare.

The interior facings of the entrance to the Reading Room and the Children's Room, and the doorway connecting the two rooms, are of cast stone. The design and selection of the cabinet work, floor covering, furniture and lighting fixtures, as well as the carefully planned color scheme which includes the varied bindings of the books lining the walls as an integral factor, all contribute to the attractive harmony of the main rooms.

Outdoor Reading Rooms

Patios, opening from the Children's Room and the Reference Room, are provided for secluded outdoor reading.

A Lecture Room, with fully equipped stage, has a seating capacity of one hundred, and will be used for exhibits and functions in connection with Library activities. A compact kitchen serves this room and also the adjoining Library Staff Room.

The office of the Librarian is to be used for meetings of the Board of Library Trustees. The colorful rondel windows of this room overlook two patios. A vault, adjoining the office, is equipped for the storage and protection of rare documents and pictures of local history, and of valuable library records.

Stack rooms are located on the main floor adjacent to the Reading Rooms, and in the basement and on the second floor.

The work rooms, at the back of the building, are conveniently arranged for the efficient performance of routine duties. A delivery entrance to the work rooms and the basement is formed by a third patio.

The heating and ventilating system is so designed that filtered air of the desired temperature will be maintained throughout the year. All main rooms where quiet is desired are acoustically treated to absorb sound.

The area of the building is 16,000 square feet and will house 120,000 volumes. The main Reading Room is 30 feet wide and 88 feet long. It is estimated that all facilities of the building are ample for the library needs of three times the present population of Fullerton.

New Building for Santa Maria

Also of particular interest is the new Santa Maria library. Having more than 5,000 feet of floor space the Santa Maria building is estimated to exceed the old structure by more than two and one half times. In architectural design—early California type—the new building corresponds to that of the city hall which it adjoins in the municipal park. There are flagstone walks around the building and approaching it from the street. The stack room, just off the reading room, has a high ceiling allowing ample space for an additional tier of stacks when needed. With a private office for the librarian, comfortable staff quarters with a fully equipped kitchen, workrooms and storage facilities conveniently located, together with spacious reading rooms for adults and children, modern lighting fixtures and the latest type of forced air furnace which in the summer may be used for air conditioning, the Santa Maria building bespeaks the community's high regard for library service.

The cost of the building was $35,000; this includes approximately $4,000 for equipment.

Tropico Branch in Glendale

The new Tropico Branch of the Glendale Public Library is housed in a two unit structure combining under one roof the branch library and fire station quarters. Located on a corner lot making possible entrances on different streets the two agencies are virtually independent. The new branch incorporates many features of modern library planning, including a vestibule entrance equipped with wall exhibit cases, separate entrance and exit doors with the charging desk between them making possible easy supervision of the entire room. There is an abundance of natural light owing to the building's northern exposure and a generous amount of window area. The windows are above the wall shelving so that a maximum space is provided for books. The stack room, which is directly opposite the charging desk, is designed to accommodate a second tier when additional shelving is needed. There is a separate story hour room as well as a staff room, kitchen and rooms for supplies and working quarters.

Under a W. P. A. project two new wings have been added to the Central Library of the Glendale system. It is planned to build a connecting unit on the site of the old building which is no longer used.

More Branch Libraries Completed

The North Long Beach Branch Library is nearing completion. It is a privately constructed 40 by 80 foot stucco building which will be leased by the city. A landscaped patio is to be included on the southern side of the branch library.

Another Long Beach Branch, California Heights, is also being constructed under the same plan. Both are located in rapidly growing areas inhabited by defense workers.

The Chowchilla Branch of the Madera County Library was opened to the public in August, 1941. Also constructed as a W. P. A. project the total cost of the building was $15,800 of which $5,400 was contributed by the County. The branch is an adobe brick structure of early California design. It includes a full size two-room basement for story hours and community meetings. On the main floor there are separate adult and children's reading

rooms, the wall shelving is recessed and it will accommodate 4,000 volumes, there is a fireplace in the children's room, a kitchen, an office for the Librarian as well as a workroom. The outside dimensions of the building are 38 by 63 feet.

San Bernardino County

The only county library to enjoy new headquarters facilities recently is San Bernardino. The south wing of the Court House annex, which was constructed as a W. P. A. project costing $80,000, is occupied by the County Library.

San Bernardino County received as a gift the Big Bear Lake Branch Library Building from the local Woman's Club. The building was constructed in 1927 from funds raised by the community amounting to approximately $1,000.

Improved Quarters in Several Localities

New quarters were provided for the Temple City Branch of the Los Angeles County Public Library in a recently constructed building erected by the local Woman's Club. A remodeled county-owned building located in the Recreational Park at San Vicente now houses the branch of the County Library.

The Camarillo Branch of the Ventura County Library is now housed in the Community Center Building. A local resident of prominence, Juan Camarillo, donated $20,000 toward the construction costs of the new building.

A new branch of the Contra Costa Library was provided for the City of Martinez at a cost of $28,000. The Martinez Reading Room Association deeded the site for the building and donated $10,000 toward construction costs; the balance was raised through the sale of bonds.

The Palm Springs Library is housed in a new building which was donated to the city by a group of public spirited citizens. The new library was occupied in February, 1941.

Victory Book Campaign

The Victory Book Campaign sponsored by the American Red Cross, American Library Association and United Service Organizations was conducted in California from January 12 to February 12. Although still too early to give final returns, more than 55,000 volumes had been reported by February 14 with more books pouring into collection centers daily. Books will be accepted at libraries as long as there are donors to turn them in.

Among the many organizations that gave splendid help in this campaign the schools stand very high. Teachers and pupils both gave generously of their time and efforts and are responsible for much of the success attained. The use of schools as collection centers in many areas proved a great advantage. The P. T. A. groups were among the first to offer assistance and their aid proved of inestimable value.

Many of the books collected are already in use by soldiers, sailors or marines. Many thousands will be prepared for circulation by groups of school libraries and students under the direction of Margaret V. Girdner, Supervisor Bureau of Texts and Libraries, San Francisco City Schools and Jasmine Britton, Director, Library and Textbook Section, Los Angeles City Schools.

NEWS NOTES

A welcome visitor to California libraries in February was Mildred Batchelder, Chief of the School and Children's Library Division of the American Library Association, Chicago, Miss Batchelder represented the Association at the meeting of the School Administrators in San Francisco. While in the State Miss Batchelder took the opportunity to visit many of the libraries in the San Francisco Bay Area and the state, city, and school libraries in Sacramento. She made a day's trip to Camp Roberts so that she could report to the American Library Association Headquarters concerning one of the active camp libraries in the State.

Jane Dick, who served as librarian of the Naval Hospital at San Diego for many years has recently been appointed librarian at the new naval hospital at Norco. Her place at San Diego has been filled by Mrs. Jeannette Barry, recently of the San Diego County Library staff and previously librarian at Lettermann Hospital in San Francisco.

Mrs. Katharine G. Pedley, formerly cataloger in the Monterey Public Library but recently a librarian in the San Francisco school system, has been appointed librarian for the Social Welfare Department of the State.

Mrs. Elsie Gibson, who had been a member of the State Library staff since 1930, resigned in February and her place in the California Section of the Library has been filled by the appointment of Theda Spicer who has been in special library work as assistant in the Safeway Stores Library in Oakland.

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Book Reviews

From D. C. Heath and Company

STORIES OF MANY NATIONS. Price, $2.00. By Irwin H. Braun and D. Edward Safarjian. This is a collection of short stories chosen from the world's best literature to meet the interest and comprehension level of high school students. It is a unique anthology because of its richness of content—sixty-four complete stories from twenty-three countries—and its strong appeal to the high school reader. Every story has passed the acid test of student interest, and the final choice of stories for inclusion was made by the students themselves. The editors, aided by many other high school teachers, presented hundreds of stories in the classroom. The final evaluation was made on the basis of the students' reaction to individual tales. Prepared for use in English or Social Studies classes, *Stories of Many Nations* may be used with equally satisfying results in any high school course in world cultures or literature. All sixty-four stories are literary masterpieces, yet simple in content; educational, yet exciting enough to hold the interest of any student of high school age. The stories have not been edited down—they represent real literature, and thus serve as a valuable means of approach to the consideration of world literature. The stories are grouped by countries, with a short introduction to each group in the form of an exposition of that country's literature. Every story is preceded by a brief biographical sketch of its author. Study helps follow each story. These include: activities—for class discussion; questions—for self-testing; problems—for research. Questions are designed to test the students' knowledge of the stories and to initiate discussion of the customs and traditions of the countries concerned in relation to similar or dissimilar customs in our own country and literature. Striking black-and-white drawings by Armstrong Sperry, add greatly to the charm of the book.

From Scott, Foresman and Company

READING IN THE INTERMEDIATE GRADES. Ninth Research Bulletin of The National Conference on Research in English. Marion Monroe, specialist in Remedial Instruction, Pittsburgh public schools, Pittsburgh, Pennsylvania, writes, in an evaluation of this report: "Teachers who have struggled with problems of intermediate-grade reading will find in this bulletin thoughtful discussion of their questions . . .

"Throughout the bulletin I was impressed with the fidelity with which the committee adhered to the objectives of reading. Reading is considered not an end in itself, but a means of thinking by which children may solve their problems. Children who read adjust more happily and effectively in their social groups than do non-readers. Children who cannot read often suffer frustration and serious crippling of their personalities. Educators who hold personality and social adjustment as major objectives cannot ignore the need for improvement of reading. Yet in zeal to improve reading, too often analyses are made only of subject matter and skills without similar careful analyses of the drives and motivations of the learner. Only insofar as reading serves the purposes of a child will reading be accepted as desirable by a child. This bulletin stresses the importance of studying the needs of children and adjusting the reading program to these needs. . . .

"Recognizing the need for adapting to individual needs, the committee studied types of organization. There are three procedures suggested for meeting individual differences in learning. . . .

"The bulletin gives many helpful suggestions to teachers who desire techniques in improving the mechanics of word pronunciation, silent and oral reading, speed, etc., but the committee properly emphasizes the subordinate place of mechanics in the developmental reading program. . "

From the U. S. Office of Education

INTER-AMERICAN FRIENDSHIP THROUGH THE SCHOOLS, Bulletin 1941, No. 10. Price, 15c. This is a report based on a research study conducted by the Office of Education for the purpose of ascertaining the extent of inter-American studies that are already part of school curricula in various parts of the country. The material in this bulletin was developed from questionnaires sent to school administrators. The central purpose of the investigation, as the report states, was "to discover the curriculum-learning opportunities and patterns of teaching relative to the development of inter-American understanding that are to be found in the elementary and secondary schools of the United States." These opportunities and patterns of teaching are presented to assist in furthering the constructive understanding of inter-American relations. Cooperating with the author, Verna A. Carley, Professor of Education, University of Maryland, were the following staff members of the U. S. Office of Education: Walter S. Deffenbaugh, Chief, American Schools Division; Helen K. MacKintosh, Senior Specialist in Elementary Education; and Carl A. Jessen, Senior Specialist in Secondary Education.

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Studies of Reading Skills and Abilities
By WILMA LESLIE GARNETT, Kent State University, Kent, Ohio; LEONARD BLOOMFIELD Graduate School, Yale University; C. DE WITT BONEY, Principal, Nassau School, East Orange, N. J., and others.

Shall Our Children Read the Comics? A Symposium
By FRANK CUTRIGHT, JR., George Peabody College for Teachers; ROBERT VIGUS, George Peabody College for Teachers; H. O. GRAUEL, State Teachers College, Cape Girardeau Missouri; FRANKLYN M. BRANLEY, Lakeside School, Spring Valley, N. Y., and others.

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CALIFORNIA CAN LEARN FROM ENGLAND

JUVENILE DELINQUENCY was a serious problem to a number of California communities even before the War and received considerable publicity under such headings as "Dead End Kids." **In England juvenile delinquency has increased 50 per cent since the war began,** and out of this experience comes "A Timely Warning to Wartime America," published in *The New York Post,* February 3, 1942, and quoted in the California State Department of Education's "Report to Governor's Council," Walter F. Dexter, Director.

The article in *The New York Post* listed a series of "don'ts" for Americans, and first on the list were:

DON'T close schools anywhere if you can help it.
DON'T call up school teachers for services or let them enlist.
EXPAND instead of cutting down on normal educational facilities.

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April, 1942

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JOHN F. Brady
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

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State Headquarters: 155 Sansome Street, San Francisco

The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Vol. XLVIII, No. 4 San Francisco April, 1942

Jottings of a Traveling Bookman

By W. M. CULP

Air Geography, its significance and importance, has these past several weeks been hurled before educational leaders with an emphatic "Do-something-about-it." We can not say whether this was the result of the discussion of the factors of becoming air-minded as considered before the superintendents of the United States in their recent national meeting in San Francisco, or whether the recent outburst of editorials, comment, and newspaper articles is the natural common realization that it is up to the teachers of the country to reorganize their thinking in terms of air geography and aviation and to get this mind-set into the pupils and students under their control, if we are to survive in an airplane dominated world. It is an outright acceptance of the importance of air-minded thinking as it has been promoted in the German educational system for some years.

The rush of college administrators to make possible continuous twelve-month education in their plants has had one effect not contemplated by the originators of the plan. It has astounded many to find that great numbers of high school students are not anxious to graduate from high school and then immediately enroll in college or university. Also, they find that many enrolled students would rather have their summer vacations than to finish schooling in three straight college years. The reasons for this reaction as usual are many and varied. For one, a hundred years of traditional thinking regarding college education is being thrown out of the window at one fell swoop. For another, youth of the land do tire. It is only the exceptional boy or girl that can stand the pace of continuous education together with the usual conglomeration of extra-curricular activities. The mere fact of just study, it must be said, is not the prime factor of the majority of those attending our institutions of learning. Perhaps an obligatory twelve-month university would weed out the many that professors have been crying about as cluttering up the halls of higher learning, and leave only those from whose training the nation would reap benefits. Then again, the problem of finances enters into many cases. Money is needed, and often it is only by earning it himself or herself in vacation periods that the student can continue his education.

Indicative of University interest in increasing knowledge and good relationships with our South American neighbors, Pennsylvania State College is adding a number of new courses dealing with the language and literature of those nations. A course in elementary Portuguese—the language of the 45,000,000 people of Brazil, will be re-offered after a lapse of many years. Graduate courses in the literature of Spain, Mexico, and Argentina will be listed in the next catalog.

A rapid overview of the development of Public School Radio Education as evolved in the Cleveland, Ohio, City Schools during the past seventeen years brings the conclusion that there is no Royal Road to educational advancement. Time, money, organization, continuous experiment have been woven together to reach the point of advantage that Cleveland now holds in Radio Education throughout the United States. In cities of the million population class Cleveland is by many authorities ranked first, if not the foremost city in Radio Education in the whole United States. Chas. H. Lake, superintendent of the Cleveland schools, has had prepared a brochure WBOE Radio Serves Education, which briefly outlines the story of the development of Radio Education in Cleveland and outlines the techniques and methods used. Also, in WBOE Presents outlines of courses to be presented are sketched by superintendents in charge of the various divisions—H. M. Buckley, assistant superintendent in charge of the elementary divisions, Mark C. Schinnerer, assistant superintendent in charge of the junior high school division, and E. J. Bryan, assistant superintendent in charge of the senior high school division. In immediate supervision of Radio Education in the Cleveland schools is Dr. W. B. Levenson, who is one of the few persons in the country holding a Doctor's Degree in Radio Education.

The importance of Radio Education in Cleveland is that the Board of Education had made it a definite part of the system of education adequately supported by funds as well as adequately manned as to personnel with provisions made for program development and for later their inclusion into the school curricula. The Cleveland public school system is fortunate in the fact that it owns its own Broadcasting Station WBOE. WBOE broadcasts by Frequency Modulation on an assigned frequency of 42.5 megacycles with a power of 1,000 watts. In addition, the Cleveland system is doubly fortunate in that it owns a FM Transmitter, the gift of the inventor Major Armstrong. The fact that the Cleveland Board of Education has its own magnificent administration building in the Civic Center of Cleveland has made possible the making of a portion of the sixth floor of this structure into a series of broadcasting studios and rooms for radio education classes.

In the start of the use of Radio for public school use Cleveland, as is done in most cities, made use of commercial stations. This, adequate in a way for some programs, in the main does not fit into a school program to the greatest degree of efficiency on account of the time element involved. Commercial stations have only so much time available and that at uncertain periods. School schedules vary from school to school, the need for pauses in the school programs to make possible teacher and pupil participation in their own classrooms is something rarely possible from commercial stations. The fact

that station WBOE broadcasts six and a half hours during the school day makes it possible to rebroadcast recordings of programs at any time needed. WBOE makes recordings of events as they occur for subsequent rebroadcast. It can dub in programs from commercial lines leaving out the commercials. It is permitted to do so without cost by all of the local and national networks in Cleveland. It has on tap an immense file of recordings on almost every educational subject.

What impresses an observer most is the tremendous amount of time and supervision and planning that has to go into making Radio Education adequate for school use. The Cleveland plan has been to conduct their station with the smallest possible increase in the studio staff. Since the station is an instrument in the hands of the supervisory and teaching staffs, the studio organization is kept at a minimum. In addition to the radio teachers, the staff of Station WBOE includes the supervisor of radio activities, chief engineer, studio engineer, announcer, and clerical help. The regular supervisory staff, together with the curriculum centers and the two experimental centers, have the responsibility for program planning, script preparation, and the selection and training of talent. Of curriculum centers there are twelve. The basic program of the proposed radio lesson begins in a "curriculum center." Each of these centers serves as a laboratory for the development of superior techniques in the teaching of a specific subject. It has been found that it takes around twenty hours of work to perfect a fifteen-minute program. In the writing of these radio scripts it has been found that the most successful ones have been written with the help of the following persons: a specialist in the subject; persons understanding the whole elementary field and coming directly into contact with the children; visual aid advisers; teacher and children in the classroom; principal and teacher advisers in the field.

A symposium of the past seventeen years of broadcasting in the Cleveland Public Schools has brought the conviction that broadcasting for the classroom requires an unusually successful classroom teacher who has a rich background combined with an intimate knowledge of the specific content of the subject to be broadcast. The most successful broadcasters have been teachers of merit who are able during the broadcast to visualize a classroom of pupils and to image their reactions. Such a teacher has a keen timing sense for the reactions of pupils. The so-called radio personality seems to be the resultant of a pleasing voice, free from nervousness and faulty breath control, with the type of flexibility and inflection necessary to give variety and keep the voice interesting to the listening ear, combined with a fine timing sense for the reaction time of listeners. The good broadcaster is not hurried, is natural, animated, and has a sympathetic understanding of the listener. With all this in mind the Cleveland public schools are also building their own student radio actors and broadcasters. Classes in radio technique begin in the lower grades on a voluntary basis. The Saturday morning classes in the Board of Education studio classrooms are attended no matter how violent the weather. As the student progresses in ability opportunity is given for participation in school program broadcasts.

* * *

Someone some day will write a Doctor's Thesis on the Housing of Boards of Education or the Administration Buildings of School Departments of Education. It will be a varied picture for about every kind of structure imaginable is now in use from the magnificent million dollar structure to a cubby hole in an old office building or antiquated school. But it is still the man behind the superintendent's desk rather than his office that determines the effectiveness of his school system, though we can imagine the better the superintendent's surroundings the better his self-esteem and that of his immediate assistants. Battle Creek, Michigan, is one of those cities that in the sixty thousand population class can boast of a Board of Education Building superb in design and equipment for the purpose for which it was made. Superintendent Eldon C. Geyer of Battle Creek during most of his term as head of the Battle Creek Schools has had a Central Administration Building that under one roof houses all of the Board of Education activities. In Michigan, the public library in many cases is directly under the supervision of the Board of Education. It is so in Battle Creek. The Public Library Building and its new addition contains the Public Library on the second floor, with the third floor given over to the executive offices of the superintendent and his assistants with a separate office for the business department, while in the basement is the supply warehouse of the city schools. The third floor given over to school administration comprise the superintendent's office, a corner room most attractively furnished with desks, matched rug and drapes; the offices of the two assistant superintendents Mrs. D. R. Dudley and Miss E. W. Palmer; a curriculum library; a subject supervisors room; and two large adjoining rooms for meetings of teachers, board of education, and citizens groups. One of these large meeting rooms has a large wood fireplace and the other room is adjoined by a kitchenette available for banquets or luncheons served on the premises. This school administrator center is known as the Willard Memorial Library. It was a gift of $50,000 from the Willard Estate augmented by a $45,000 United States appropriation.

* * *

Dr. Robert Maynard Hutchins of the University of Chicago in advocating that the Bachelor Degree be given at the end of the sophomore year did not have the acceptance of the delegates to the recent March annual meeting of the North Central Association of Colleges and Secondary Schools held in Chicago. Dr. Hutchins holds that the giving of a Bachelor's Degree at the end of the second college year at Chicago is the natural outcome of the past fifty years of educational policy at that University. He argues for a 6-4-4 organization with a Bachelor's Degree at the end of the second four-year period, which in most students' careers would be at the twentieth year, so that afterwards at the end of the general education period they could take three years of advanced work toward their life's work. Dr. Hutchins calls for the commencement of this general education course at the beginning of the third year in high school which would mean a revolution in the organization of present day secondary education. The resolution against Dr. Hutchins' plan as presented by Professor N. J. Burgstahler of Ohio Wesleyan University, Delaware, Ohio, reads in part as follows: "The four-year liberal arts college and the two-year junior college are distinctly unique counterparts of higher education. The bachelor's degree has come to stand for the successful completion of four years of collegiate education beyond the secondary school. Any proposal, even under wartime conditions, to award the widely recognized bachelor's degree at the close of the junior college or sophomore year is to be deplored. Such practice will lead to widespread misunderstanding and confusion and result in cheapening the time honored and universally recognized baccalaureate."

Western School News

Edited by MORRIS WAGNER

NEW PRESIDENT, STATE BOARD OF EDUCATION

Robert M. Dulin, Beverly Hills attorney, is the new president of the California State Board of Education which was recently reorganized with the appointment of four new members in March. Mr. Dulin has been on the Board of Education since March 19, 1941. He has had previous experience on school boards as a member of the Beverly Hills City Board of Education. At Mr. Dulin's first meeting as president of the Board, the Curriculum Commission presented its report on its recently completed study of

Robert M. Dulin

music. It recommended the adoption of the Burchard Series for kindergarten to the fourth grade and the Silver Burdett series for the seventh and eighth grades. The fifth and sixth grade adoptions had not yet expired.

President Dulin has developed an excellent policy of procedure between the Board of Education and the Curriculum Commission in reference to the recommendations and adoption of textbooks.

Frank M. Wright, District Superintendent of El Monte, commenting on the meeting, stated: "It was handled in a very fine manner and the business was kept moving along in good shape, leaving no loose ends." He also stated that he thought the working policies developed between the Board of Education and the Curriculum Commission were excellent.

Mr. Dulin was born in Kansas, moving to Denver, Colorado as a small child, where he received his grammar and high school education. He attended the University of Michigan for three years and returned to Colorado graduating from the University of Denver with an A. B. degree. Later he entered the University of Denver Law School and was admitted to practice in Colorado in 1929. That same year he came to California and was admitted to practice in this same state. He has practiced law in Beverly Hills since that time.

Mr. Dulin served in the first World War as First Lieutenant. Subsequent to his graduation from University, and before attending Law School, he had had extensive experience in business, as general credit manager and director of purchases for the Gates Rubber Company, the Goodrich Rubber Company and the Firestone Company. He is a member of the Phi Delta Theta Fraternity and the Phi Delta Phi Legal Fraternity, the Los Angeles and the Beverly Hills Bar Associations, and the American Legion, Post 253. Mr. Dulin brings to the presidency of the State Board of Education wide experience in both commercial and professional fields.

The new members appointed at the time of the reorganization of the State Board of Education are: Eugene T. Broderick, bond broker of San Francisco; Clyde Doyle, Attorney-at-Law of Long Beach; A. J. Sutherland, President of the Security Trust and Savings Bank of San Diego; and Dr. Curtis E. Warren, Superintendent of Schools in Santa Barbara.

THE CONTRA COSTA COUNTY DEVELOPMENT ASSOCIATION has published, upon the recommendation of its education committee, an outstanding pamphlet giving a variety of information about the county's schools. The compilation and editing were done by Miss Wilma Cheatham, Director of Research and Reference, in the office of B. O. Wilson, County Superintendent of Schools. The pamphlet is 9 x 4 inches folded, opening to approximately the size of a newspaper page, and printed on glossy paper which gives the best reproduction of the many fine photographs showing the schools' activities. The pamphlet offers "Glimpses into the Schools," reviewing curricular standards and school growth, and discussing such topics as Emergency Schools, In-Service Training, Counseling Programs, Agricultural Programs, Vocational Education and National Defense Training.

All of the photographs and some of the feature articles were contributed by the various schools. The cover and the school maps are the work of Hugo Steccati of the art department of the Ambrose School. The pamphlets were distributed at the recent convention of superintendents in San Francisco and are now being distributed by the Contra Costa Development Association through their usual channels and upon request.

C. T. A. ELECTS OFFICERS

From the San Francisco Public Schools Bulletin

Chief Deputy Superintendent John F. Brady was reelected president of the California Teachers' Association for the fourth consecutive term by the Governing Council at its recent meeting. Miss Mary Virginia Morris of Los Angeles was elected vice-president.

Elected to the Board of Directors were: Walter T. Helms, Richmond; Robert L. Bird, San Luis Obispo; W. H. Chessall, Ukiah; Harold F. Seal, Long Beach; Miss Ida May Burket, San Diego; Raymond Kendall, Madera, and Ralph W. Everett, Sacramento.

Mr. Brady has served as a member of the certificated staff of the San Francisco

John F. Brady

Public Schools for 30 years, as teacher, principal and chief deputy superintendent. He taught at Humboldt Evening and Galileo High Schools, served as principal of Everett Junior High, and in 1936 was appointed to his present chief deputyship. He long has been active in professional organizations and teacher welfare work. For three terms he served as president of the San Francisco Teachers Association, for one year as president of the Bay Section Council of the California Teachers' Association, and since 1927 has been a member of the City Retirement Board. For the past nine years he has been president of that body. At the present time Mr. Brady is also a member of the State Curriculum Commission.

ARCHIE R. CLIFTON

By Arthur H. Chamberlain

People throughout the state and nation generally will be saddened to learn of the passing of Mr. Archie R. Clifton, the outstanding and genial superintendent of the schools of Los Angeles County. Mr. Clifton's death occurred on March 25th last. Many friends will recall with satisfaction visiting with him at the meeting of the American Association of School Administrators in San Francisco. He took active part in various sessions. His death was somewhat sudden.

In national and state educational circles Mr. Clifton was well and favorably known. His early education was received in Wisconsin where he graduated from the State University. Coming to California he served at Monrovia successively as

Archie R. Clifton

principal of schools and head of the Unified High School District. For a dozen years he has served as superintendent of Los Angeles County schools. Of a kindly disposition, generous and friendly, Mr. Clifton was a man of high intellectual attainment and great executive ability. He had organizing capacity of a high order, and turned off work easily and without friction, but he did not allow detail to cloud the issues. Far-seeing and progressive, and a national leader, he brought under his direction those who gladly and willingly cooperated. Those who served with him gave of their best and were loyal in the extreme.

Mr. Clifton was interested in numerous civic and community activities aside from his educational affiliations. He was a long-time member of the California Council of Education and a life member of the C. T. A. He served as president of the California Association for Thrift and Conservation. He was also the president of the Southern Section of the California Teachers' Association. He was a teacher and leader, and many who have in recent years engaged in business or profession attest to his high ability and distinctive genius. He will be succeeded by Claude L. Reeves, who has been principal of the Huntington Park High School. Reeves' appointment was unanimous by the Los Angeles County Supervisors. Mr. Reeves is 48 years of age and has been connected with the school system of Los Angeles County for 20 years. The County Civil Service Commission has been requested to set up a civil service examination to create an eligible list from which can be drawn a superintendent for permanent appointment at the end of a sixty-day period.

NEWS NOTES

The Bureau of Agricultural Education, one of the most important divisions of the State Department of Education at any time, takes on particularly important functions in wartime. The Chief of this Bureau is Julian A. McPhee, President of the California Polytechnic School, San Luis Obispo.

California Polytechnic administrative officers have completed plans for a summer quarter which will speed up the educational program by offering courses essential to our "Food for Victory" drive and special courses designed to give technical pre-military service training. Students from city schools or others enrolling in agriculture may use the summer quarter as an orientation period, and at the same time acquire necessary graduation credits. The summer offerings include 12 units in agriculture, made up of four units in Agriculture Mechanics, and two each in Crops, Meat Animals, Dairy Industries and Poultry. They include a night course of three hours per night five times per week, consisting of elementary work in Electrics, Radio and Telephone communications.

During the past month the training program for civil service "mechanic learners" sponsored by the War Department Air Corps got under way with the arrival on the campus of 29 trainees, 19 of whom were women. Seventeen of the students are enrolled in the aircraft electrician course and 12 are enrolled in a radio mechanics course. Eighteen more women are scheduled to arrive before the end of the month to receive training in an aircraft mechanics course.

Physical Education Personnel in California secondary schools has been greatly decreased by the nation's war effort, announces the California State Department of Education's Report to the Governor's Council, Walter F. Dexter, Director. Already 110 men have joined the service, and another 320 will be added to this figure within the next few months, making a total of more than 450. This is an extremely serious situation because the leadership exerted by these men is a great stabilizing force in any community, and the men cannot be replaced since all teacher training institutions together are graduating only 56 physical education majors this coming June.

The seriousness of this situation has been recognized by the Labor Statistics Bureau of the Office of Production Management. The OPM, in turn, has notified all state selective service heads that local selective service boards should give special and individual attention to each case of physical education men called up for selective service.

Santa Barbara Schools under Superintendent Curtis E. Warren found that their own fine Victory program could have far-reaching effect when they received an order all the way from the state of Virginia for 100 copies of "You Are America," the publication recently issued by the Santa Barbara schools to articulate the schools' program during war-time. Virginia will distribute the booklets among its school supervisors. "You Are America" was planned to answer the question asked by teachers and children alike, "What can I do to help?" The booklet stresses each individual's responsibility for winning the war by keeping informed, keeping fit, and conserving, in accordance with President Roosevelt's request. The organization of Santa Barbara's defense set-up is described, right attitudes are emphasized, opportunities for saving important defense materials are indicated, and accident prevention methods are outlined. There is a section on "Victory Gardening" telling what to plant and when and how. A section entitled "You and Tomorrow" challenges youth to a recognition of the opportunities the future holds and shows the way to prepare for the world of tomorrow. Important suggestions are made for inexpensive recreation. Much of this vital

information is in the form of self-tests, quizzes, and suggested activities.

A second publication of the Santa Barbara schools, "Your Emergency Guide" was put out immediately after war was declared to furnish parents with specific information which would help them to adjust to the new situation. A copy was sent to the home of every school child. The booklet gives emergency instructions, valuable first-aid information—well-illustrated with actual photographs showing step-by-step procedure, information about available health services, facts of nutrition, safety measures to be taken in the home, suggestions for economy, and plans for growing "Food for Freedom." "Your Emergency Guide" is a valuable public relations medium since it offers a fine explanation to parents of the purposes of the school's program.

Both of these publications are available through the office of the city superintendent of schools. To cover the cost of printing and mailing, there is a charge of 15 cents for "Your Emergency Guide" and 20 cents for "You Are America."

✓ ✓ ✓

Helen O'Connor has been appointed Chief of the Branches Division of the Los Angeles County Public Library. She succeeds Eleanor Stephens who is now State Librarian of Washington. Miss O'Connor was formerly the first assistant in the Branches Division.

✓ ✓ ✓

Margaret W. Thompson, who has had previous experience in school library work was appointed Librarian at Camp Cooke, Lompoc, late in February.

✓ ✓ ✓

All of the Bulletins published by county school offices which come to the desk of The Western Journal of Education show a splendid cooperation upon the part of school administrators, personnel, and pupils in the many phases of the national defense program. These bulletins reflect an energetic sale of bonds and defense stamps, and enthusiastic efforts at conserving defense materials. In the coming sugar rationing which will be conducted by public schools throughout the nation, the *Sonoma County Bulletin* reminds educators that "at least for the upper grade pupils, participation in a governmental activity offers the finest kind of an experience. It is suggested that your upper grade pupils be organized into a working unit to assist in the filling out of registration cards and accommodating the registrants as they appear."

A WAR POLICY FOR AMERICAN SCHOOLS

"Education as usual" is not now possible or desirable. War requires priorities in education as in all phases of American life. Conceivably, most school activities could be related in some way to the war effort, but quick decisions must now be made not only on what is *important* but on what is of *first importance*.

The Educational Policies Commission has just released probably the most significant emergency statement of its history, *A War Policy for American Schools*.* This statement proposes eleven priorities for education and makes some general recommendations regarding problems created by the impact of war on schools. Out in front again, the Commission has come to the assistance of school people everywhere who need guidance in gearing their teaching and administration to the nation-wide war effort.

Without spectacular efforts to parade patriotism, schools should now, in the opinion of the Commission, give "absolute and immediate priority in time, attention, personnel, and funds" to the following groups of activities: (1) Training workers for war industries and services; (2) producing goods and services needed for the war; (3) conserving materials by prudent consumption and salvage; (4) helping to raise funds to finance the war; (5) increasing effective manpower by correcting educational deficiencies; (6) promoting health and physical efficiency; (7) protecting school children and property against attack; (8) protecting the ideals of democracy against war hazards; (9) teaching the issues, aims, and progress of the war and the peace; (10) sustaining the morale of children and adults; and (11) maintaining intelligent loyalty to American democracy.

In connection with these eleven priorities, *A War Policy for American Schools* proposes approximately 100 different services which schools, teachers and pupils can render. Also, the publication suggests sources where further information may be obtained.

The second part of the Commission's statement is devoted to a discussion of general policies for schools in war time. These policies may be briefly summarized as follows:

(1) Education must learn to speed up the tempo of its decisions and actions.

(2) Adult education has become a central rather than a marginal responsibility.

(3) In face of threats of teacher shortage, the supply of competent teachers must be maintained.

(4) The time and energy of teachers must be conserved for the jobs they are trained to do.

(5) Formal education should be articulated with the Selective Service System and the war industries.

(a) *In counseling youth with reference to employment in the war industries*, young people should be discouraged from leaving school indiscriminately in order to accept employment before completion of their educational course.

(b) *In counseling young men with reference to volunteering in the armed forces*, care should be exercised to help the individual to understand all the possibilities of national service that are open to him and to take time to make a proper decision.

(c) *In counseling youth with reference to continuing their education*, efforts should be made to conserve superior intellectual and other abilities for national service in scientific research and leadership.

(d) A reserved category of essential men to constitute approximately 10 per cent of each age group from seventeen to nineteen years, inclusive, should be scientifically selected by some competent public authority and should be placed under the control of special boards including Army and Navy officers in each state. These boards would have power to allocate men in the reserved category (a) to the Army and Navy as enlisted men; (b) to schools or colleges for additional part-time or full-time training; (c) to officer training corps; (d) for commissions. The education and training of these men should be at federal expense.

(6) Federal leadership and support are essential.

(7) School cooperation with new private war agencies should be discouraged unless the new agency proposes to do an essential job which no existing agency is doing or can do.

(8) Students and teachers should participate in the formation of local war programs and policies.

*National Education Association and the American Association of School Administrators, Educational Policies Commission. *A War Policy for American Schools*. Washington, D. C.: the Commission, 1942. 47 pp. 10 cents per single copy.

THE TEXTBOOK FROM THE STANDPOINT OF THE USER

At the recent convention of the American Association of School Administrators, held in San Francisco, Vierling Kersey, Superintendent, Los Angeles City schools, discussed the place of the textbook in the modern school program. The good textbook, now as ever, said Mr. Kersey, has no substitute and no equal as a contributor to the essence of good organization of teaching, as well as of materials, content, and interpretation. Mr. Kersey stated that he knew of no school system that has yet supplied, in any other form than in a good series of basic and supplemental textbooks, the catalogued core of teaching materials most satisfactory to teacher and learner.

The chief function of the textbook in modern education, Mr. Kersey pointed out, is that it serves as a core of materials to bind a class together since most teaching is on the class basis. Certain essentials are required of all students regardless of nature and design of course. Otherwise standards are so variable and relative that there can be no certainty of true success in teaching or learning. Authentic textbook content increases the student's understanding of the broad implications of the life and customs about him which he must study in relationship to certain and stated standards.

The textbook by no means lessens the teacher's part in, or obligation for, developing the curriculum. But it furnishes a well-organized, indispensable body of factual material aids and suggestions, the equal of which no teacher can prepare. The textbook is not a *substitute for* but an *aid in* the development of curriculum procedures.

Mr. Kersey predicted that textbooks will take a more important part in the classroom, that they will be of increasingly superior quality, that they will be regarded more and more as required tools of teaching, that teachers will make more intelligent use of them, and that a basic text for each field or fundamental subject will be in the hands of each student. The textbook, he said, must anticipate its obligation to provide the required specificity in learning, the unity of essentials in an education, and the assurance of completeness.

In answer to many requests from out-of-state educators who had heard the Los Angeles system of book adoption highly praised Superintendent Kersey described the methods of book selection employed by his school system. The textbook adoption procedures developed by Los Angeles have proved almost ideally satisfactory to school people and book publishers alike because they are comprehensive and completely workable.

Early in June of each year the fields in which textbook studies will be made for the ensuing school year beginning in September are listed. This list is compiled in consultation with principals, assistant superintendents, supervisors, and department heads. Specific courses in each field are indicated in order that the publishers may know what they are a few months before the actual study begins. In September a calendar of dates for the various steps of the adoption procedures is established. A committee of not fewer than five and not more than ten teachers is appointed by the supervisor in charge of the subject field to be studied. Specifications and criteria for a textbook in this subject field are prepared by the committee and mailed to publishers about the middle of October. These criteria define such items as format, vocabulary, difficulty, style of writing, special features, general aspects of content, and the like. The teachers and committee members begin to study titles submitted. They indicate their first, second, and third choices by ballot. These ballots are due in the Curriculum Office by the last of January and are carefully considered by the textbook selection committee prior to the committee's final recommendation. When final recommendations are submitted by committees and supervisors, they are presented to the Superintendent for his final consideration and judgment. The books recommended for adoption are presented to the Board of Education during the month of March. When the list of adoptions is authorized by the Board of Education, it is then published with specific annotations for each new title stating the best use and grade level of each book and made known to principals and teachers for purchase during the next school year.

Each school determines how it shall spend the money allotted for textbook purchases. This is accomplished by conferences between the principal and his department heads and in terms of the needs of his school for textbooks.

Multiple adoptions are made occasionally in general education subjects, never in specialized fields. The purpose of multiple adoptions is to provide a text for pupils whose abilities and interests are varied. Different texts are used in classes where clearly definable reasons are obvious.

Opportunity is provided publishers' representatives to interview committee members. Certain restrictions should be complied with by all textbook representatives. They should receive the schedule of teachers' free periods from the Curriculum Office and arrange to call on them during the free period. These calls should be restricted to two calls. Representatives should call only on committee members and interviews should be held only on school grounds.

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SANTA BARBARA PUPILS HEAR TALES OF SEASHORE LIFE

From the Santa Barbara News-Press
March 22

Because Harrington Wells, associate professor of biological science, Santa Barbara State College, is not quintuplets, he can't possibly get around to all the elementary classrooms whose pupils would like to hear about "Seashore Life," his specialty. But he solved the problem neatly Thursday by talking to some three hundred third-graders all at once in the college's mesa campus auditorium.

Wells, author of *Seashore Life* and other books dealing with natural science, is recognized all over the country as a leader in his subject. As such, he is frequently asked to help boys and girls in their study of nature, particularly in the city's third-grade classrooms where most of the work is in this field. His knowledge of boys and girls, and his special way of making little ones understand and enjoy the things he talks about makes him a popular speaker.

The sponge that Daddy uses to clean the car is a pretty interesting thing as the faces of the Santa Barbara pupils above reveal. Harrington Wells, State College instructor, is seen explaining that sponges were once animals, during a talk on seashore life presented to third grade youngsters from most of the city elementary schools Thursday. So interested were the children that the photographer caught just a passing glance from a few of them; you can see that they were still "all ears."

The youngsters who heard Wells last week emptied all but two of the city's third grade classrooms to gather in the college auditorium, traveling there by bus and auto, and accompanied by parents and teachers. This mass excursion is an unusual type of thing, according to Dr. Lillian Lamoreaux, director of curriculum and instruction, who supervised the event, "but it worked out beautifully."

Professor Wells told his listeners all about the kinds of sea life to be found in and near Santa Barbara, how to recognize them and how to look for them. Among the things seen was a Portuguese Man o' War, a starfish, a sponge, many kinds of shells, and some unusual specimens.

He spoke especially about how the study of seashore life can be an interesting hobby for small children.

SAN FRANCISCO CHILDREN BOOST BOND BUYING

San Francisco Public Schools, elementary and high, invested $42,040.65 in War Savings Bonds and Stamps in March, according to figures released by Mrs. Edward H. Heller, co-chairman of the School War Savings Committee. This was nearly double the amount invested in February which totaled $22,025.90. Elementary schools bought $19,880.75 of the Bonds and Stamps, an increase of $6861.10 over the February sales, while junior and senior high schools more than doubled their purchases with $22.159.90 in March, compared with $9,006.25 in February.

"The increased participation of School children," Mrs. Heller said, "indicates our future voters are aware of the seriousness of the situation and the peril confronting their country. It is particularly gratifying to learn our children are ready and willing to sacrifice their luxuries to help an embattled nation and to save for their future economic welfare. The committee has received splendid assistance from the principals of all schools and their teachers."

In the elementary school division Cabrillo led in per capita investment with an average of $4.28 per pupil in March. Cabrillo also led in February with a $2.01 per capita average purchase. Winfield Scott was second with $1.29 and Guadalupe third with a $1.14 per capita average. The average for the 75 elementary schools reporting was 59 cents per pupil. Marina Junior High School continued to set the pace in its division with a per capita average of $2.20 for March. Roosevelt was next with $1.77 per pupil average. Among the senior high schools George Washington had a per capita of $1.36 for March to lead the rest of the city.

WAR CREATES DEMAND FOR LANGUAGE CLASSES

Our sudden plunge into a war in the Orient as well as in Europe has caused a tremendous interest and need for the study of Oriental as well as European languages. Henry H. Douglas, Associate Fellow for the Pacific Area, Library of Congress, writing in the *New York Times* recently remarks that America's participation in the world struggle has brought out the fact that we do not know the languages of the peoples in the areas in which we are having to fight. To remedy this situation in the shortest possible time a comprehensive program has been worked out by the Committee on the National School of Modern Oriental Languages and Civilizations under the sponsorship of the American Council of Learned Societies. This committee is now engaged in the difficult process of "tooling up" for the production of competent scholars in such languages as Malay, Siamese, Persian, Northwest African Arabic, Hungarian, Russian, Chinese and Japanese. Already work is under way and more will be started at Yale (Malay), Columbia (Persian), University of Pennsylvania (Northwest African Arabic), Michigan (Siamese), Harvard (Hungarian and Russian), and George Washington (Chinese and Japanese) as the tools are produced. Scholars are finding that adequate grammars, dictionaries and lesson materials in these languages do not exist, because they were not produced in ordinary times because of a lack of interest. Now with the Blitz on, they are to be produced in a hurry.

HOW NEW YORK SCHOOLS CONSERVE PAPER

Dr. Harold G. Campbell, Superintendent of Schools, New York City, has made suggestions to his principals on how to conserve paper.

He has advocated the establishment of paper quotas for each school and each class, and urges constant efforts on the part of all to better the quota figures. He recommends that written tests and exercises be reduced in number, and that teachers demand only sparingly rewriting of unsatisfactory work. Reverse sides of old mimeographed forms are recommended to be used for scratch paper, and pupils are to be encouraged to write on both sides of new paper. Work is to be done when possible on cheaper grades of paper. It is said manila can often be substituted for white and unlined paper for lined. It is suggested that old newspapers can be used satisfactorily for some kinds of crayon and poster work. School offices are advised to cut down the sizes of forms and passes to the barest satisfactory minimums.

JUNIOR RED CROSS IN CARMEL HIGH SCHOOL

By L. D. Scott

Assistant Field Director, American Red Cross, Fort Greeley, Alaska

(Formerly teacher of History, English and Dramatics in Carmel High School)

During the time that I was in the San Francisco Area Office receiving instruction before being assigned to field duty, I was greatly impressed by the work being done to direct the work of the Junior Red Cross. I had just left the teaching field to enter Red Cross work and so this particular branch of the work was of special interest to me. At the suggestion of Mr. M. C. Schafer, Pacific Area Director of the Junior Red Cross, I am writing my impressions of the Junior Red Cross in Carmel High School where I taught.

Carmel High School was not only a new high school in 1941 but also a new school district with a new faculty and a new student body. During the first year there were many functions and setups which had to be started. It was not easy for a school to start with a full student body and a faculty which had not been through the events of the previous year. There were many obstacles which would have been very difficult to overcome if it had not been for the cooperation between principal, faculty and student body. I say this because it too has its great influence on whether Junior Red Cross works and functions properly in a high school. The principal in this case supported wholeheartedly any movement in which the students themselves led or took a prominent place, and the instigation came from them and at the same time the enterprise was a healthy and good one for student participation.

The student body of this high school was composed of a large percentage of privileged students coming from excellent homes of financial means. Many, too, were from distinguished homes of people of average incomes. Others were from poorer homes. Then, too, there was a large number of students who came from Army families. It was my feeling, and I think not only mine as a faculty member, that there was considerable cliquishness among the students even though they lived and worked together well in a small school and community. Some of these students had transferred to Carmel High School in their senior year; they came for a large part from Monterey High School, (a winning Junior Red Cross school). This change was not easy. The Army "moved in" as a result of the national emergency in 1940 and 1941. These students presented the problem of adjustment to new school life. There was also the eighth grade stationed in a high school atmosphere with feelings against this at times from older students. There were downtown clubs of students which had their effect on forming cliques in the high school student body. I am explaining all of this because in my mind Junior Red Cross was a uniting force in this school. True, it may not have solved the problems of cliquishness—but it did so happen that when the Junior Red Cross was started in the school there was united support, and all group jealousy seemed to vanish. The feeling of jealousy or prejudice turned into a form of normal rivalry.

I believe it was for many reasons—the national emergency, what Red Cross stands for, the desire to do good, and the desire to unite and cooperate in an emergency. Every young boy and girl accepts and likes a challenge. This brought wholehearted support from all boys and girls, faculty, principal, townspeople, and the local Chapter which is extremely active itself. There was also an atmosphere of rivalry between Carmel High School and its neighbor Monterey High School. This in itself is something that most school children like and is good if properly guided.

Another incident took place in this school which I was very happy to see occur. A young lady who had had many problems in her relationship with the teachers during the previous year, "found herself" during the time that Junior Red Cross was being organized. She was appointed or elected to the presidency of the Junior Red Cross and, with the responsibility of the position there came a sense of leadership and guidance. She did an excellent job and was well liked, and was tireless in her efforts to see Junior Red Cross become a leading factor in the school, as well as to see the principles of Junior Red Cross carried out.

A student assembly was held to encourage Roll Call participation. The Drama Club presented an original skit, and members from various organizations spoke on the work and qualities of Junior Red Cross. These speeches were filled with idealism and enthusiasm of youth. A Life Saving Course was started with a young boy as a leader who was happy to feel that he was part of a working order closer to adult society than many other school activities. The Drama Club "donated" a play to the Junior Red Cross to be presented at the hospital at Fort Ord near-by.

The students made flower vases out of cans for the hospital patients. Christmas ornaments were collected for trees. Toys were collected as admittance fee at noon dances; they were to be repaired and given to children less fortunate than the givers.

Each homeroom had its two representatives, and they were allowed to leave during school time to attend Junior Red Cross meetings. Collection for Roll Call was supported by the principal, and class time was given for this purpose. When a teacher "slipped up" on this he was indeed told about it by his very interested boys and girls. During the stress when war was declared, the Junior Red Cross made Civilian Defense flags and arm bands. They were ready and prepared to serve in any way possible.

It is my impression that the Junior Red Cross in this school served as nearly as possible not only as it should ideally in a school, but in this particular school it acted as a motivating force to unite students in their efforts to attain good citizenship.

"LIFE WITH FATHER" COMES TO GEARY

"Life With Father," New York's most delightful stage comedy in many years, is playing at the Geary Theater. Performances are given every night except Sunday, matinees Wednesday and Saturdays.

"Life With Father" depicts the comic domestic adventures of a real American family, namely, the Clarence Shepard Days, during the era of bustles and bicycles, gas-light and plush furniture, in New York City. Father is the boss of his brood of four red-haired boys and a red-haired wife to the extent that modern fathers would believe impossible. He roars and bellows and blusters, gives orders, frightens servants, doctors and relatives and makes life a commotion from morning to night. Mother, despite her carrot-top, is demure, quiet and yielding —but in the end always gets her way, to Father's vociferous annoyance.

"Life With Father" was written by Howard Lindsay and Russel Crouse, who based the play on the short stories that Clarence Day, Jr., wrote about his own family. These first appeared in *The New Yorker* Magazine. Later they were compiled and published by Alfred A. Knopf as books, titled "Life With Father," "Life With Mother," and "God and my Father."

Conference on Inter-American Education

More than 400 southern California educators participated in a Conference on Inter-American Education held at the University of California at Los Angeles, March 13 and 14. The conference was one of the activities of the Los Angeles Area Inter-American Demonstration Center and was arranged by Dr. Flaud C. Wooten, Coordinator for the Center.

The Los Angeles Area Inter-American Demonstration Center is one of twenty-five such centers established by the U. S. Office of Education in cooperation with the Office of the Coordinator of Inter-American Affairs throughout the country from New York to California, and from Michigan to Texas. The centers were chosen primarily because they were already doing significant work in the study of the other American Republics. The Los Angeles Area Inter-American Demonstration Center includes the University Elementary School, the University High School, elementary and secondary schools in urban and rural sections of Los Angeles County, working under the leadership of the University of California at Los Angeles.

The establishment of centers has for its purpose the development of a better understanding and a greater appreciation of the other American Republics among children, young people, and adults. Some schools will accomplish this purpose through integrating the idea into existing courses, through developing new activities, through giving new and different emphasis to Latin-American studies. Others will accomplish their purpose by introducing new courses into the curriculum, by setting up workshops for teachers, and by other means. The U. S. Office of Education has no program to impose but is assisting each center to develop an Inter-American program in keeping with its interests, needs, and resources.

The Conference on Inter-American Education at the University of California at Los Angeles was planned to help children build background for Inter-American studies as rapidly as possible.

At 2:30 P. M. on March 13th, Dr. Flaud C. Wooten called the first session of the conference and presented Dr. Glenn L. Lembke, Curriculum Coordinator of the Pasadena City Schools, who served as chairman of a panel consisting of Dr. Ralph L. Beals, Assistant Professor of Anthropology; Dr. Russell H. Fitzgibbon, Assistant Professor of Political Science; Dr. Roland D. Hussey, Associate Professor of History; and Dr. George M. McBride, Professor of Geography of the University of California at Los Angeles; Dr. Harry P. Johnson, Long Beach Junior College; Earl A. McDermott, Riverside Junior College; Dean Edwin T. Martin, Pomona Junior College; W. W. Mather, Chaffey Junior College; D'Alton B. Myers and Miss Anne Rambo, Glendale Junior College; Joseph E. Power and Dr. John F. Putnam, Los Angeles City College; Dr. Olive Warner, Santa Monica Junior College; and Miss Elizabeth Wheeler, Pasadena Junior College.

Dr. Lembke opened the discussion with the question: "What are the most important problems in the teaching of Latin-American subjects in the junior college and in the lower division of the college or university." Among the problems discussed were:

1. Securing a sufficient number of persons trained in the field who understand the economic problems, the historical backgrounds, national attitudes, the effect of geography on the lives of the people.
2. Establishing more coordination between the universities and junior colleges so that courses in Latin-American subjects will be recognized for entering students.
3. Integrating the art, music, literature, history, geography, into courses which will give a thorough understanding of the cultures of the Latin-American countries.
4. Helping students to realize that Latin-American countries are confronted with identically the same problems which confront the United States: universal education, public health, unemployment, et cetera.
5. Helping students to understand the geography of the Western Hemisphere so they will understand why all the twenty-one American republics are different. It is impossible to study South America as if it were a unit because of the differences in the various cultures.
6. Helping students to understand that Latin-Americans are human beings and must be judged, not in terms of our progress, but in terms of their own conditions. The Latin-Americans have a totally different value system from ours. The major difficulty in the way of securing understanding is the tendency of North Americans to make comparisons in terms of our standards of living. Some higher cultures have contributed to the low standards. South Americans value ideas as more important than gadgets. It must not be forgotten that low standards of living in South America are higher than that of some of our share-croppers.
7. Helping students to overcome provincialism—we are 150 to 200 years behind where we should be in knowing what the world is like beyond our own borders.
8. Helping students to put history into a geographical setting. No real history teaching is done if it neglects the geographic setting in which the historic events took place.
9. Helping students to overcome an extreme sense of nationalism. Now that we recognize the need of internationalism we recognize the error of teaching which builds narrowly chauvinistic attitudes. We need to develop techniques of helping students to become good citizens in the world. The accomplishment of such a purpose is difficult when so many forces operate in ways which are extremely nationalistic. The good neighbor policy should apply to all persons in the world.
10. Providing more courses in cultural anthropology.
11. Providing courses in inter-American relations for terminal students in junior colleges.
12. Eliminating piece-meal history; history should be the history of civilization with all parts taught in their proper perspective.

After a brief intermission, a session began at 4:00 P. M. on the general topic of backgrounds for understanding Latin America. Dr. C. C. Trillingham, Assistant Superintendent, Los Angeles County, presided. The first speaker was Dr. George M. McBride, Professor of Geography of the University of California at Los Angeles who pointed out the following points in discussing *Significant Geographic Factors in the Americas*:

1. The Americas lie between two great oceans but we are coming to realize that these oceans are not so significant as barriers as we previously thought them to be.
2. In discussing problems of the Americas, we are dealing with two worlds which are separate and distinct. The Isthmus of Panama separates rather than

connects the two continents. The real division between Anglo-America and Spanish-America is an arid band south of the Rio Grande.

3. These two continents have developed into two worlds. South of the arid band is tropical, north of it is temperate. North of it the vegetation is deciduous, south of it the vegetation is tropical. The people divide linguistically and they differ ethnically. The North represents one tempo of life; the South a distinctly different tempo. In the North man cannot survive unless he hoards; he can't hoard unless he acquires; he can't acquire unless he struggles with his fellow man. The South is the complete antithesis.

4. When our ancestors came to Anglo-America they moved 10 degrees southward. It was the search for tropical products which opened the period of discovery and exploration. Tropical America has moved nearer to us.

5. Tropical America is a reproduction of the south of Europe; Anglo-America is a reproduction of the north of Europe. These people transferred to America the law of their native lands on the question of land and use of water. We have differences in riparian rights and in the doctrine of prior use. In Anglo-America sub-surface resources belong to the owner of the surface property. In Latin America only the surface belongs to the property owner.When the Anglo-American buys property from a Latin-American he buys the oil under it according to his belief; according to the belief of the Latin-American he sells the surface but the sub-surface resources belong to the state. These differences in belief have been fertile sources of misunderstanding between the people of the North and the people of the South.

Dr. Ralph L. Beals, Assistant Professor of Anthropology, discussed *Primitive Peoples of Latin America.* He said: in the United States our contact with Indians has been much less than that of the people of South America. We have followed the concentration camp policy with the Indians who represent less than one per cent of our population. They have never been an important part of our social or political life. The attitude we have taken toward our own Indians carries over to our thinking about Latin America. In Latin America, the Indian is an overwhelming majority of the population.

Argentina has theoretically no Indians. The Indians of Chile have become largely acculturated. In the Amazon Valley, there are perhaps a half million Indians. They occupy a tremendous area of great resources. This area may not be able to support a large white population because of the white man's lesser resistance to disease. In the highlands a large proportion of the population is Indian.

From about 1520-1620, the Spanish obtained a political and spiritual ascendancy over the people. In many cases it was a military ascendancy as well. The complete disruption of the Indians' system of living was followed by a long period of shock. But the acculturation process worked both ways. The Indians were influenced by the cultural ways of the Spanish but the Spanish accepted much of the cultural pattern of the Indians.

Feelings of superiority to the Indian culture should be lessened by knowledge that three-fourths of the agricultural wealth of the world had its origin in the Indian cultures of the New World.

Dr. Russell H. Fitzgibbon, Assistant Professor of Political Science, discussed *Political and Social Trends in Latin America.* He said: to get an adequate picture, we need to consider problems in their own environment as to time and space. Two background factors need to be considered in any problems involving the Latin-American people. From the *national* point of view, so far as social pattern and economy are concerned, the Latin Americans are still in the colonial and feudal period. The development of the social pattern has not kept pace with their political emancipation. From the *personal* point of view, a stubborn individualism still continues to be the chief personality trait.

Much progress has been made in various social and political movements in recent years. Notable areas of progress are in the labor movement, in health and sanitation, in education the program has become broader, more accessible, with emphasis on agriculture, vocational education, teacher education, and functional planning of schoolbuildings. Recent years have seen a considerable emancipation of women although Latin-America is still a region of masculine dominance.

In the present situation one of the most favorable trends has been the resistance of the Latin Americans to foreign domination. They have resisted the impact of foreign ideologies to a remarkable degree, hence the fifth column activities have probably penetrated less than many writers would lead us to believe.

The outstanding characteristic of the Latin American is his deep interest in nationalism. It is a phase of his movement into political, social, and economic maturity. Here is one of the most basic trends and an important one to reckon with in the present world situation.

Dr. Roland D. Hussey, Associate Professor of History, spoke on *The Character of Latin American History.* He said, the history of the Latin American countries for three hundred years was that of colonies which were to be run for the benefit of Europe. Spain and Portugal dominated the colonies. All trade and all life within the cultures was distorted because of this. Then came the long struggle for freedom from European domination. Now Latin America is moving into a third period of history, namely that of finding a place in the world situation.

A dinner meeting was held in the Faculty Dining Room at Kerckhoff Hall. Among the guests of honor were Mr. Manuel Eduardo Hubner, Chilean Consul; Mr. Ismael Aviles, Dominican Republic Consul; Mr. Arturo Dominguez, El Salvador Consul and Mrs. Dominguez; Mr. Paul R. Guislain, Peruvian Consul; Mr. Rodolfo Salazar, Mexican Consul; Mr. A. Posse-Rivas, Venezuelan Consul. Dean Edwin A. Lee of the School of Education presided and presented the speaker of the evening, Miss Helen Heffernan, Field Representative, Inter-American Demonstration Center Project, U. S. Office of Education. Miss Heffernan outlined the project and discussed the reasons for the present widespread interest in the implementation of the good neighbor policy through education. She also presented some of the activities in which the demonstration centers of the western area are engaged at the present time.

The meeting began at 9:30 A. M. Saturday, March 14. Mr. John C. Dengler showed five educational motion pictures on Latin American subjects and indicated sources of visual aids in promoting the program. At 10:45 the conference divided into seven sections: elementary schools, junior high schools, four-year and senior high schools, junior colleges, teachers of Spanish, music and art, public and school libraries. The suggestions developed in these meetings will be used as a basis for the further development of the program of inter-American education at the various levels and in the fields represented.

In all meetings interesting exhibits were available. In addition to motion pictures shown at the conference, Mrs. Ruth Arvidson of Santa Monica supplied an exhibit of realia for use in the teaching of Spanish; Miss Edna Gearhart provided an exhibit of art materials; Miss Corinne Seeds and the staff of the University Elementary School supplied two exhibits showing the classroom environments arranged for stimulating interest in inter-American studies.

Dr. Earle R. Hedrick, Vice-President and Provost, University of California at Los Angeles, presided at the luncheon at which Dr. Malbone W. Graham, Professor of Political Science, spoke on the subject *The United States and Hemisphere Solidarity.* He said that every effort on whatever front it might be—intellectual, cultural, agricultural, and religious, must be put forth to develop the resistance capacity of the American republics.

Dr. Graham reviewed the way in which we have come to be where we are. The tradition of pan-Americanism goes back over a half century. We must give tribute to the far-sightedness of James G. Blaine. In his mind there took form the idea of a community of American nations—a grand design of the Americans living together. We have moved a long way toward this dream in the past eight or nine years. In World War I the American republics were at sixes and sevens. We were unable to meet concertedly on any political grounds. Some countries were heavily garrisoned by marines, some countries nearly burst over into the German orbit. There was great internal dislocation within the countries of South America. A dozen frontiers were under litigation.

By contrast, at the outbreak of World War II, every trace of political pressure, every dream of financial and political empire was gone from the scene. Beginning in 1933, a new political basis was established free from political pressure of the United States. Our Secretary of State earned his laurels in melting glacier and convincing the Latin American countries of the unsullied purposes of the United States in attempting to develop inter-American friendship.

Dr. Graham then traced the progress which had been made through the Pan-American conferences until now in his opinion, the nations of the Western Hemisphere have ceased to be merely an aggregation of republics. The firm foundations of an economic and political confederation have been laid. The road from the conference at Montevideo to Rio has been one of passing successive milestones of cooperation. Something of a federal pattern has emerged. The foundation of inter-American solidarity which has been built calls for very continued and complete support if the Western Hemisphere is to continue as a brave new world.

During the afternoon resource counselors were available for individual conferences. Dr. McBride in the field of geography; Dr. Fitzgibbon in governments of Latin America; Dr. Beals on native peoples of Latin America, and Miss Edna Gearhart and Mr. Louis D. Curtis on Latin American art and music.

All departments of the university cooperated in making the conference outstandingly successful. It is notable that eighty-seven persons participated in the various sessions of the conference. Mrs. Ruth Reed, Coordinator of the San Bernardino Area Inter-American Demonstration Center and Miss Margaret Husson, Coordinator of the Claremont Colleges Inter-American Demonstration Center, were in attendance throughout the conference. These three areas represent California in the program which is being developed under the sponsorship of the U. S. Office of Education.

Five Kern County High Schools, alert to the necessity for curriculum adjustment, have begun a cooperative study. The program began with an analysis of instruction in the social studies area. Much professional understanding has come about as a result of this curriculum endeavor, including many practical helps to teaching. A recent project in the field of curriculum has been a plan to fit all graduates from high schools for at least one type of service to their country, especially during an emergency.

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Library News

Edited by MABEL R. GILLIS, State Librarian

THE LOCAL HISTORY COLLECTION IN A LIBRARY

By Edith E. Gray
Librarian, Siskiyou County Library, Yreka

This paper attempts to present no more than a brief outline of the purpose, method of acquisition, and preservation of the local history collection in the library. It may serve as a basis for further thought and investigation. It is generally recognized that the library has a definite responsibility toward the community in collecting and making accessible local history material. It is conceded that such a collection promotes civic pride and interest. To quote, our task as librarians is to "amass all the materials possible relating to our own district, however trivial some of it may appear to us to be. Its evaluation can safely be left to our posterity. The principle that must guide us is that our library is the one place where everyone both now and in the future should be assured of being able to find everything relating to our locality." Nothing relating to the community should ever be destroyed or discarded. The value of materials is often considerably increased when brought into relation with other materials. Theoretically, the local history collection should include everything printed or written in or about the community. Practically, it is obvious that some discretion must be exercised according to resources, facilities and income. That is a problem for the individual library. Consistency and uniformity of practice must be observed whatever the practices may be.

Contents of Collection

It is generally agreed that a complete local history collection should include the following materials:

1. The principle history of the town or county, if one exists in print.
2. All government, state, county, or town publications in existence bearing specifically on the history, topography, industry or personnel of the community.
3. All books of biography, history, travel (i. e. guidebooks, etc.), or fiction having any special local interest.
4. All books, pamphlets or articles written by present or former residents of the place.
5. Complete files of newspapers, periodicals and journals printed in the region of the library, especially in its own town.
6. Scrapbooks containing local clippings, programs, mementos, personal items, etc., such as people of the diary type of mind so often prepare.
7. Church records particularly where the church has no place or means to preserve them. When churches go out of existence, it is particularly desirable that such records go to the library.
8. Old account books of local business concerns.
9. Local city and business directories, or telephone directories.
10. Proceedings of local societies, especially when such societies have ceased to have any practical use of them, and their interest is purely historical.
11. Miscellaneous printed materials, such as handbills, programs, circulars, posters, etc.
12. Pictures, paintings, woodcuts, engravings and photographs of persons, places or things relating to the history of the community.
13. Manuscript materials such as autographs, autograph letters, diaries, leases, wills, agreements, etc., of community importance.
14. Announcements, programs, proceedings, etc., of all local historical, literary, scientific, political, philanthropical, educational, fraternal, and religious clubs and organizations.
15. Official publications of the town and county where the library is located (e. g. city ordinances, school laws and reports of county officers.)
16. References to the community in outside newspaper periodicals and other serial publications should always be kept. University theses, transactions and proceedings of scientific and historical societies may also be a source of information.

Acquisition

The first step in acquiring a local history collection is to compile as complete a list of local works as possible. Bibliographies of Californiana, the card catalogs of the California State Library, University of California Library, Bancroft Library, and Stanford University may be used to locate titles relating to the area under consideration. Trade bibliographies and booksellers' lists must be carefully scrutinized. Local booksellers may be asked to report any likely acquisitions and send them to the library on approval. No books printed in the locality should be omitted. Librarians should know all the local presses and arrange to receive copies of books issued with their imprint whatever their subject or apparent worth.

Manuscript materials are more difficult to obtain and must be guarded carefully. Local stenographers may some times be induced to transcribe reminiscences of the pioneer residents of the community. It is up to the ingenuity of the librarian to locate the most fruitful sources of information. He must be genuinely and intelligently interested in the history of his community to achieve success. It is ad-

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By Wilma Leslie Garnett, Kent State University, Kent, Ohio; Leonard Bloomfield, Graduate School, Yale University; C. De Witt Boney, Principal, Nassau School, East Orange, N. J., and others.

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By Frank Cutright, Jr., George Peabody College for Teachers; Robert Vigus, George Peabody College for Teachers; H. O. Grauel, State Teachers College, Cape Girardeau, Missouri; Franklyn M. Branley, Lakeside School, Spring Valley, N. Y., and others.

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visable that one copy of original manuscripts be sent to the California State Library to ensure permanent preservation.

Publicity is the principal means of acquisition. Let it be known that such things are desired. One librarian says that if you give publicity to everything of importance that is received, similar material will be brought in. It has also been suggested that teachers of history in the local schools be persuaded to ask their students to assist in collecting material for the library. A special corner, shelf or case should be provided for purely local material and let it be known that contributions to the case or corner are welcomed.

Articles in the local newspaper should be used freely. Let the public know you are interested. It is our practice in Siskiyou County to ask local speakers on subjects relating to the county to prepare their speeches in written form so that the library may have copies. We have never been refused. The local photography club may be a source of pictures of the community.

Preservation

Books and pamphlets can be handled according to the usual library routines. They may be distinguished from the regular collection by a special uniform binding, or by a symbol. Newspapers, periodicals, reports and other serials should be bound if possible. Newspapers should be shelved on special flat shelving, no more than two volumes to a shelf. If it is impossible to bind the newspapers, they should be unfolded and wrapped in paper to protect them from light.

Clippings

Newspaper and magazine clippings are of great importance in a local collection because they often provide the only material available on a subject. Methods of preserving this information are on cards, in scrapbooks, pamphlet cases, envelopes, binders, files, or manila sheets bound together in books. Which to choose from in a given instance depends upon the size of the item, the length of time it is kept, frequency of usage and the general arrangement of the library. Because of the importance and permanent value of clippings in a local collection, it is wise to adopt some method of care which insures safety and long life even though more time is needed to clip and file them in the first place. The usual method of preserving clippings is to mount them on manila sheets cut to fit a standard size filing case. The sheets are then filed alphabetically by the subject of the clipping that is written on the upper edge of the card. It is imperative to note date and source on every clipping.

Manuscripts, if unbound, should be unfolded and filed flat in manila folders which can be kept in vertical files or pamphlet boxes. Miscellaneous printed materials can be sorted, classified and filed in pamphlet boxes. If time is not available for a subject classification, this miscellaneous material may be merely accumulated and filed by years.

Cataloging and Classification

The most adequate discussion of the cataloging of a local history collection is that of Florance Murray, pp. 110-126 in the 4th Catalogers and Classifiers Yearbook, 1934. Miss Murray's treatment is so complete, that I do not think it necessary to repeat the information at this time. Suffice it to say that the value of a local history collection is dependent upon a good catalog and indexes. The catalog entries for local books should be fully bibliographical and more complete than that for other collections. Two other sources of information of the cataloging and classification of a local history collection are those by John L. Hobbs published in the Library Assistant, v. 32, Oct. 1939, pp. 227-233 and Gracie B. Krum published in the 8th Catalogers and Classifiers Yearbook, 1939.

An interesting and successful local history survey, carried out in Los Angeles County, was reported by Olive M. Ryder in the Proceedings of the Institute for Librarians and the 6th District California Library Association Business meeting, 1935. The history project was carried within the reference divisions.

Use

In the acquisition of any local history collection the function of a library must not be confused with that of a museum. The library is not the place for the spinning wheel, the crayon portrait and other museum articles. If any local historical society exists in the community, it is unwise for the library to duplicate its work. The society may be ineffective, however, and may neglect the important task of preserving current material. In any case, the fullest cooperation is desirable.

Finally, in order that the library's historical collection may serve its purpose, every effort should be made to make it known to those who might use it.

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Book Reviews

From Ginn and Company

GOVERNMENT IN BUSINESS (Unit Studies in American Problems), Price, $.60. Prepared by Mary Pieters Keohane for the Committee on Experimental Units of the North Central Association of Colleges and Secondary Schools. This is another in the series of units prepared by this committee to help teachers to deal realistically with current unsolved problems of our society. More than five years ago the committee set itself the task of producing several sample units which teachers in secondary schools might use in developing courses that give major attention to the persistent, continuing problems of society. The task they set themselves grew out of a conviction that the primary reason social studies courses in secondary schools failed to deal realistically with existing problems was that authentic, unbiased and relatively complete information suited to the experience and reading ability of high-school students was seldom available. The first of these units was *Why Taxes?* published in 1939 and written by Edward Krug of the Santa Barbara City Schools. Since then the following have been published: *Civil Service,* by C. C. Carrothers, *Housing* by A. W. Troelstrup, *Democracy and Its Competitors,* by Earl S. Kalp and Robert Moran, *The Defense of the Western Hemisphere* also by Earl .S. Kalp and Robert Morgan. Additional Units are under consideration.

Government in Business shows how government both serves and regulates business and how government business has grown. There are chapters on "Public Water and Power," and "Federal Enterprises," and a resolving chapter on "The Place of Government in Business." Many projects and problems for discussion are suggested. There is a general bibliography.

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Left — Maynard School, Maynard, Minn., after modernizing with American Universal Classroom Seating. Below, before modernizing.

PICTURE STORIES OF PROGRESS

[NUMBER TWO]

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May, 1942

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Jottings of a Traveling Bookman

By W. M. CULP

Confidence in the power and wealth of the United States and its ability to overcome all obstacles could never be more enhanced than by travel in the month of April and the first of May through the breadbasket of this country in the States of Ohio, Indiana, Illinois, Wisconsin, Michigan, Iowa, Kansas, Nebraska, and Missouri. Mid-April always comes with a burst of lush green. The grass pops up over night, first yellow syringa shows its plumes, later on Bridal Wreath garlands houses and highways, lilacs are in bloom and multi-colored plots of tulips make house gardens glow. In the city streets trees of elm and maple make barren, winter-beaten houses seem livable again. In the country rolling hills are masses of green and the water still runs dirty brown in creek and river. The cities pour out their smoke, while as one rolls by tens of hundreds of miles of farms on country roads especially on the other side of the Mississippi River one sees cattle, sheep, hogs, chickens, until one would imagine that the larder of the United States could never be empty. Cultivated land everywhere for crops of corn, soybeans, sorghum. Winter wheat and spring wheat. Oats and barley. Alfalfa in great fields, a darker green than the cereal grasses. Steers fat, lambs frisking. Everything in the freshness of the new growing springtime. And if rains and showers occur at sufficient intervals the Breadbasket of the United States will produce enough to feed half a world.

The schools still carry on under tremendous pressure. Superintendents, principals, and teachers, besides trying to carry their own load of educating the youth of the country, have taken on civic duties of rationing, bond drives, stamp drives, community chest, Red Cross and the multi-varied cares of a wartime psychosis. Some are beginning to wonder if they are not neglecting their duties of educating for a continued democracy. There are few people living in this world who can do several jobs well at the same time and moment.

We always have had unadjusted children in school. In the past if a pupil could not conform, he was dropped by the wayside, unless his parents were of sufficient intelligence or wealth to try to work out the problem themselves. Now, with almost universal public education up to over sixteen years of age, educators are striving to solve these cases of children at variance with the norm. Just published by Harper & Brothers is a new book that should aid the teacher, student, and parent in solving such cases. The book, 1942 copyright, price $3.00, is titled *Corrective Treatment for Unadjusted Children* by N. E. Shoobs and George Goldberg. The book is divided into two parts: *Principles and Practice* by Nahum E. Shoobs, B.S., M.A., Asst. Principal, P. S. 157, Brooklyn, N. Y. C., and *Manual* by George Goldberg, B.A., Asst. Principal, P. S. 54, Brooklyn, N. Y. C. Pages 240. Here, in happy phrase and detailed analysis, are given the psychological backgrounds for the solving of the difficulties making for the unadjusted child. The authors have adopted the ideas and methods of Dr. Alfred Adler, under whom both have studied. In their preface they advocate the technique of Individual Psychology and prefer the Adlerian method, because as they say: (1) The therapeutics of Freud and Jung are entirely too delicate and too involved to be intrusted to anyone but a highly trained professional psychiatrist; (2) Americans, with or without training in Psychology and any phases of Mental Hygiene, will find much that is familiar, for Adler's work, particularly with children, is so grouped in common sense and common experience that its principles and practices can be grasped by the average intelligent teacher; (3) It has been successfully used by European teachers. In the first section, *Principles and Practice,* Mr. Shoobs discusses Our Aims and Objectives, The Unity of Personality, Styles of Life, Early Memories, Social Interest, Inferiority Feelings, Family Influence, The Family Constellation, The Interview. In the Manual Mr. Goldberg gives a review of theory and then definite solutions of real pupil cases. The authors hold that every unadjusted child has a feeling of inferiority. He lacks courage and shrinks in fear before new and difficult situations. School duties, stern teachers, hard work, responsibility at home, and co-operation wherever required are the bane of his existence. The making real to the child of the reasons for such feelings, the giving of confidence, the suggestions of step-by-step improvement, have been developed by the authors in the pages of this most worthwhile book. The authors emphasize that the first five years of an individual's life fashion his life plan. If this is so, the guidance of the parent in those years is all powerful. If parents were trained to their responsibilities many cases of unadjusted problem children would never exist, for problem children are merely children so badly discouraged that they can think of nothing but themselves. Due to the fact that this book treats of the ways and means of sensing the causes of unadjusted children's problems and then giving sensible suggestions for the solution of them this book should have a wide field of use by teacher, parent, and college student.

With Defense Training Centers all over the country, Hammond, Indiana, stands out as having done, and is doing, some of the best training of industrial workers in the country. In the center of the industrial section of the Chicago area Superintendent Lee L. Caldwell of the Hammond Public Schools in the city's defense training centers has had over 3,000 employees trained since June, 1940. Students have over $100,000 worth of tools to work with.

When it was found that riveted tanks were just death traps for the crew due to the fact that a hit knocked the rivets out and riddled the men inside the tank, the Pullman Standard Company makers of tanks had to turn to armor plate welding. There were no trained men in the Chicago area. Within a week after the need was evident the Standard Pullman Company had furnished a machine to the Defense School at Hammond Technical High and the training of teachers was under way. Now the school is turning out 25 armor plate welders per week; 400 welders have already been trained. They practice on some 12 high-power welding machines. An added incentive for high school seniors to take up defense training was afforded by Superintendent Caldwell. He permitted those boys who would be eighteen years of age by the end of school to spend half their school day in the training shops. They were just held to the studies of the first half of the school day, and when they had finished some 400 hours of machine shop training they were given their high school graduation certificate. These students were then placed in a labor pool and sent to fill jobs as they developed.

Dubuque, Iowa, on the bluffs of the Mississippi, has for years been noted as a city devoted to education and things educational. For some four years now Mr. Hale C. Reid, director of research and curriculum for the Dubuque city schools, has been working on a problem of reading which is called a Creative Language Arts Program. If results are what count Mr. Reid and his teachers have developed a technique that seems to solve many of the reading difficulties most apparent in the primary grades. The basis of this program is the building of individual initiativeness. Mr. Reid still believes in a basic vocabulary and a basic text. The use he makes of this basic vocabulary and text is the difference. The program has three basic steps: (1) The learning of a sight vocabulary of from 30 to 35 words by the use of word cards, pictures, etc., and the making of sentences from these words; (2) The writing about pictures; (3) The writing about the child's own experiences. The key to the program is blackboard work. The pupils start in on manuscript writing and in the first several weeks are themselves putting their own stories on the blackboard. The pupils work with a basic vocabulary made up into a dictionary of their own. If they want to use a word not in their dictionary they ask the teacher how to spell it and add it to its proper place in their dictionary, which is the basic word list typed on sheets of paper and clipped together for the individual child's use. Within three months the pupils are writing stories on the blackboard of their own experiences. Manuscript writing is used in the first two grades as it is more legible and the pupil's thought is given to the story he is writing rather than to the mechanics of writing. In viewing the work of first grade pupils toward the end of the first year's work, it was evident that they could print more legibly than most adults, and their stories showed consecutiveness of thought, knowledge of punctuation, and the use of words commonly associated with use in the third and fourth grades. The pupils were able orally to make their stories and the need for harder words came naturally into their writing. These were used and were added to their dictionaries. Independence of action is developed with these children, and they depend on their dictionary or pupil assistance rather than constant running to the teacher for help. The program is informal, with each pupil having a chance for self-expression. Mr. Reid is a graduate of the University of Iowa. Previous to his work in Dubuque he has taught in Des Moines and Muscatine, Iowa, schools.

The use of colleges and universities in the country to provide specialized training which few industries and no public agencies are able to provide toward the successful prosecution of the war is shown by what the University of Chicago has determined is the kind of specialized instruction such institutions should present. Chicago is giving some 13 courses, five of which are being repeated at the request of the war department, and are all intended to prepare personnel rapidly to fill gaps as they occur in war production and essential military occupations. Such courses are those given in map production and in the preparation of maps from aerial photographs, in radio and micro-waves, in geometrical optics, lens design, and optical shop work, in the spectographic analysis of flaws in steel and other materials, and in office management of direct value to the armed services or to production.

This editorial from the *Chicago Daily Tribune* of the April 11 issue titled "What They Learn in School" may be the rehash of old stuff, but its arguments cannot be wholly laughed off. We reprint in full:

"A lot has been said about the lack of physical fitness revealed by the draft medical examinations. Now we are beginning to hear about something which is certainly no less disturbing. The navy has discovered that its recruits, though physically fit, are shockingly deficient in English and spelling, and especially in arithmetic.

"Insufficient schooling doesn't supply the explanation. A fairly simple arithmetic test was given recently to 475 recruits who had finished eighth grade. Their average mark was 30. The average attained by 409 who had finished the first year of high school was 38.2. The tenth grade boys were only 5 points better, and the average of high school graduates was only 56.1. College graduates scored 71.8.

"The problems were not bone crushers. One of them called for the multiplication of 768 by 97. Another asked the recruit to express .6 as a fraction in its lowest terms. One asked him to calculate 45 per cent of 4,180. Some of the problems were harder, such as asking the square root of 21,609, but any normally intelligent high school freshman, if he had been properly taught, should have no difficulty in getting a good mark. Yet, as was noted before, the grammar school graduates averaged only 30 on the tests and the high school graduates only 56.

"The showing is deplorable and it goes a long way toward establishing the fact that the taxpayers of this country aren't getting anything like their money's worth for the sums devoted to the public schools. As a nation we have spent lavishly on school buildings and paid altogether too little attention to what goes on in them.

"Recruits signed up in Chicago seem to have been about as poor in scholarship as the rest. The boys from this area did rather better than those from any other section except New England and the Middle Atlantic States. The average in arithmetic of 180 boys recruited in Chicago was 56. That was a higher mark than was scored by the boys recruited in St. Louis, Kansas City, Dallas, Houston, Salt Lake City, Denver, San Francisco, Los Angeles, Detroit, Baltimore, Des Moines, Minneapolis, Omaha, Indianapolis, and all the southern recruiting centers.

"It is encouraging to learn that the navy has been sending representatives to confer with school superintendents and that real efforts are being made to remedy the defects. The trouble has been that the schools had low standards of accomplishment or no standards at all and have been tolerant of carelessness on the part of both teachers and pupils."

Western School News

Edited by MORRIS WAGNER

CLAREMONT COLLEGES' ANNUAL SUMMER READING CONFERENCE

In 1934, Claremont Colleges in collaboration with Alpha Iota Chapter of Pi Lambda Theta, started the Claremont Colleges Annual Summer Reading Conference. It is the oldest functioning conference series concerning reading in America. Since 1936 the major papers presented before the conference have been published as a series of yearbooks. These have gained more and more recognition by inclusion among selected bibliographies on reading and have been influential in assisting in the development of better programs for reading instruction.

The Claremont Colleges Series has been developed as an instrument for tapping any and all resources which may conceivably bear upon reading. Reading is conceived as being that process by means of which individuals make discriminative adjustments to all stimulus situations which affect them. Thus, the resources bearing upon the reading process, as defined, are many and varied. They extend far beyond the customary educational considerations usually presented as factors of the reading process. A major contribution of the Claremont Conferences has been this attempt to treat the reading process in terms of its fundamental nature and function instead of confining its considerations to behavior with one type of stimulus, viz., the printed word symbol. The Claremont approach makes the reading program practically all inclusive.

The conference programs include representatives from the fields of medicine, nutrition, health, optometry, psychiatry, psychology, governmental agencies and many other special fields as well as people from the various branches of the schools.

The 1942 Conference program, to be held the week of July 6th to 10th, inclusive, is to have general morning sessions devoted to the consideration of basic problems which have wide pertinence; special morning sessions where outstanding speakers will present for discussion problems of great concern at the various levels of the school system from kindergarten through junior college; and, afternoon section meetings set up on an interest basis which will include such areas as Basic English, Clinical Procedures, Visual Aids, Music and "Primary" Reading.

The conference should be of interest to anyone interested in developing a better program for reading both within and outside the school.

COURSES OFFERED AT CAROLINE SWOPE SCHOOL

Ethel Saxon Ward, Curriculum Coordinator and General Supervisor for Alameda County, will give courses in Problems of the Elementary School and in the Unit of Work as a Curriculum Experience at the Caroline Swope Summer School. Mrs. Ward has been a supervisor of instruction over a period of twenty-one years and has held that position first in Shasta County, then Santa Cruz County preceding her present position in Alameda County.

While Mrs. Ward's special interest is in the social studies field, she has contributed to the developmental reading program in Alameda County, which has resulted in increased reading ability throughout the schools. Science and nature study courses for the teachers under Dr. Carl Duncan of San Jose have been carried on as a curriculum activity. Mrs. Ward's work in curriculum coordination as well as supervision makes it possible for her to provide special help in teachers' problems and in guiding and evaluating units of work.

Rose Carr Long, formerly of the curriculum department of the Los Angeles City Schools, will give, in addition to her course in arithmetic, a course in mental hygiene for seventh and eighth grades. In line with the present guidance program in the junior high school set-up, this work should be especially valuable not only to teachers in junior high schools but particularly to teachers who are dealing with the seventh and eighth grades in an elementary school organization.

One of the most valuable experiences available to students at the Caroline Swope Summer School is the course on European background given by Dr. M. Madilene Veverka. Dr. Veverka was born in Czechoslovakia, but she has lived in the United States since she was nine years old. She has attended and done graduate work at several universities, but received her M. A. and B. S. degrees from Columbia University. For her Doctor's degree she returned to Czechoslovakia and to the University of Prague, from which members of her family in past generations have received degrees. She has made many trips to Europe and knows the central European states in both their historic and present-day aspects. The course she will give affords an opportunity for teachers to discuss European history and European systems of education in comparison with our own.

County Superintendent Edgar E. Muller, Alameda, has written a brief article on the effect of the withdrawal of Japanese upon the schools which will appear in the May issue of *The Tax Digest*.

NOW! **THE ELEMENTARY ENGLISH REVIEW is publishing, in the early 1942 issues, the following papers which are significant TO US NOW:**

English Teaching in Argentine and Brazil
By Robert King Hall, Assistant to the Director of the Commission on English Language Studies.

Implications of the Defense of American Tradition to the Teacher of English in the Elementary School
A series of papers read before the National Council of Teachers of English. By Annie M. McCowen, Colorado State College of Education; Paul Witty, Northwestern University; Mildred A. Dawson, University of Tennessee.

Studies of Reading Skills and Abilities
By Wilma Leslie Garnett, Kent State University, Kent, Ohio; Leonard Bloomfield, Gradnate School, Yale University; C. De Witt Boney, Principal, Nassau School, East Orange, N. J., and others.

Shall Our Children Read the Comics? A Symposium
By Frank Cutright, Jr., George Peabody College for Teachers; Robert Vigus, George Peabody College for Teachers; H. O. Grauel, State Teachers College, Cape Girardeau, Missouri; Franklyn M. Branley, Lakeside School, Spring Valley, N. Y., and others.

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NEWS NOTES

The University of California at Los Angeles has completed arrangements for a three-weeks' Conference on Supervision to be held on the Westwood campus from July 20 to August 7, 1942. This conference should be of interest to elementary school principals and to teachers who are looking forward to professional service in supervision. The morning sessions will provide opportunity for observation in the University Elementary School on all levels from the nursery school through the eighth grade. Conferences on the evaluation of teaching and supervision will be held at 11 o'clock each morning. Workshop sessions on the following subjects will be held on Tuesdays and Thursdays from 2 to 4 p. m. as follows: Creative Music, Art in the Elementary School, Organization and Planning of Areas of Experience in Social Studies, Curriculum Building in Inter-American Education.

The afternoon sessions on Monday, Wednesday and Friday will be devoted to the development of techniques of group leadership and procedures for making a democratic attack on educational problems by professional personnel. A syllabus for the guidance of participants will be supplied. Ample time will be arranged for individual conferences on specific problems. Attendance carries three units of credits. As enrollment is limited, those planning to attend are requested to communicate with Miss Helen Heffernan, Chief, Division of Elementary Education, Sacramento, California.

Wilma G. Cheatham, Director of Research and Reference, Contra Costa County, has been elected President of the Association of Supervisors of Instruction, Bay Section. Prior to her present position in Contra Costa County Miss Cheatham had been principal of the Lincoln School in Lindsay, and principal of the Intermediate School, as well as vice-principal of the Junior High School, in Antioch. Miss Cheatham is a native of California and has been in Contra Costa County for the past fifteen years. She received her training at San Jose State College, the University of California where she received her A. B. and Teachers College, Columbia, where she obtained her M. A. Miss Cheatham is now at work on a book which will soon be published for use in the Contra Costa schools, *The Story of Contra Costa County for Boys and Girls,* a textbook written to provide reading material on the fourth grade level.

B. R. Morris, Manager of the Western Division of the John C. Winston Company, reports that Walter Clark, formerly with Merriam Company, will represent Winston in the Northwest territory. Mr. Clark has for many years traveled the entire Pacific Coast. His headquarters, which were formerly in Berkeley, will be in Portland, Oregon, in the future.

Francis Noel, Director of Visual Aids for the Santa Barbara city schools, left the department in April and is now a lieutenant in the U. S. Naval Reserve. Due to his training and skill he is in the Bureau of Aeronautics in the Training Film Section of the Navy Department, where he is assisting with the development of films in the educational training program of the Navy. Dr. Curtis Warren, Superintendent of the Santa Barbara schools, appointed Mr. Noel in 1938 to direct the visual aids projects of the schools. Because of its excellent educational program and curriculum development the Santa Barbara system had been chosen as one of four centers in the nation to be granted funds for the development of a Federal project for studying the use of the moving picture in the classroom. The city now has a national reputation in leadership and achievement in the field of visual aids. One thing that catches the eye of a Californian visiting the department is a mold in which can be made papier-mache relief maps about four feet in length. Also, the historically accurate and beautifully proportioned dioramas made by Elizabeth Mason bring to life both the charm and reality of other years. Miss Mason has made dioramas both for the Southwest Museum and the Los Angeles Museum of History. The Santa Barbara children have available for classroom study dioramas of California Indian life equal to any anthropological displays in the leading museums.

Superintendent Vierling Kersey, Los Angeles city schools, has taken steps toward strengthening the home-front in the present world conflagration.

He has addressed a personal letter to every fourth, fifth, and sixth grade pupil in the Los Angeles system, requesting each child to write a letter to the superintendent. In this letter the child is asked to present his program for contribution toward victory. To all of those who present acceptable letters, reporting a constructive program which definitely shows that they are expending all-out effort to help gain victory, there is to be awarded a certificate indicating constructive participation in the Program For Victory being conducted by the schools. The motivation to better teaching, which is a part of the meaning of this activity, will emphasize handwriting and expression as well as provide opportunity to develop good citizenship and habits of thrift, cooperation, and service.

Mr. Kersey is working out the details of a second plan which has to do with a Wartime Vocational Guidance Inventory of abilities and interests of youth.

To encourage individual enterprise Superintendent Kersey is having his students raise livestock in their own backyards. Los Angeles students, supplied with animals and feed on credit, are contributing toward fattening for the market 7,541 rabbits and poultry and 1,000 pigs.

An essential part of the Los Angeles school defense program is the compulsory physical examination of 10,000 high school seniors. It is Mr. Kersey's ambition to make his students "the most health-adequate youth in America." Needy and worthy school children are being given free dental and medical care.

In order to study more closely his school system, Superintendent Kersey is quite accustomed to going from one school to another, paying surprise visits to classrooms, and rubbing elbows with about 250,000 school children. Although a progressive educator, Mr. Kersey is now demanding more discipline and drill in the three Rs. He says, "We're not depriving kids of their freedom when we demand that they know how to find ½ of ⅜. . . . A good part of this war depends on competency in computation."

Thousands of battle-bound soldiers were fed in and sheltered by 30 Los Angeles high schools after Pearl Harbor. Cots were placed in the gymnasiums and corridors. Cooks and students manned the kitchens. The soldiers decamped soon enough to allow the classes to commence.

What with encouraging individual enterprise towards aiding defense, demanding that students be in excellent physical and mental condition at graduation, and aiding battle-bound soldiers in every conceivable way, Superintendent Kersey is certainly playing an active and commendable role towards placing America on top in today's world crisis.

Recently the Kern County School Bul-

letin reported: Keynoting the annual Kern County trustees and non-certificated employees' conference with a tone of tart and stinging realism, Vierling Kersey, Superintendent of the Los Angeles City Schools, declared, "There shall be no retrenchment in America's public schools during this emergency. Things essential in peace times are doubly essential in times of stress. Our homes and schools must strengthen the cultural life of our children to carry them through this period of emotional strain."

GERTRUDE WHIPPLE, formerly in the Elementary Curriculum Division of the Los Angeles City Schools, is now Supervisor of Reading, Division of Instruction, Detroit, Michigan. Miss Whipple was in the Los Angeles schools from September, 1927, to June, 1936. She worked particularly in preparing courses of study and supervising instruction in grades 4 to 6. She began her work in Detroit in September, 1936, and since then has been concerned with the subject of reading. She supervises this subject in both elementary and high schools and is also responsible for training all prospective teachers of reading in Wayne University. Miss Whipple writes that she enjoyed her work in the Los Angeles schools tremendously and feels that an experience in this fine school system makes a contribution to one's educational viewpoint which can be obtained in no other way.

HUGO STECCATI, art instructor at the Antioch High School, is the owner of a crisp, new defense bond which came to him as an award for placing third in a recent national defense poster contest. Mr. Steccati's poster was selected from among the first three place winners for use by the Treasury Department. Mr. Steccati is doing the cover design for *The Story of Contra Costa County for Boys and Girls,* written by Wilma G. Cheatham, Director of Research and Reference, for use in the fourth grade.

THE SIERRA EDUCATIONAL NEWS, May issue, contains an interesting article on "Reluctant Readers" by Lillian Gray, Associate Professor of Education, San Jose State College. Miss Gray discusses: Point-of-View on Remedial Reading, Choosing Materials for Remedial Reading, Scheduling Remedial Reading, The Teacher's Attitude, The Place to Hold a Remedial Lesson, Keeping Records and Measuring Progress, Selected Teaching Techniques for Remedial Reading, and Steps in Teaching a Developmental Reading Lesson in the Basic Reader. Miss Gray writes: "Except for a few rare cases which demand special methods, such as Fernald's and Keller's kinetic tracing, or special devices, such as the metronoscope, remedial reading instruction with one child or a small remedial group, should follow the general procedures used in any good developmental reading lesson. This is only logical. If a set of technics proves valuable in upgrading the reading habits of average or above average pupils in the class, how much more necessary is the use of these technics with poor readers! . . ."

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S. P. PIONEERS HOODED LIGHTS FOR BLACKOUTS

Acting immediately to devise ways for the safe and uninterrupted operation of its trains through wartime "blackouts," Southern Pacific is "keeping 'em rolling" by means of ingenious arrangements which make train and signal lights practically invisible from the air.

This emergency job, it was pointed out today, called for the controlling of every sort of light whose upward beam might catch the eyes of enemy airmen. Vertical lights, you see, are beacons for aviators, whereas horizontal beams are barely visible from the air.

So the railroad, in collaboration with the military and civil authorities, has pioneered the work of hooding locomotive headlights and classification lights, marker lights on the rear of passenger trains and freight cabooses, signal lights, switch lights and station lights — thousands of them. The metal hoods, varying in length from four inches on crossing wigwags to 24 inches on high signal lights, were all manufactured in Southern Pacific shops.

In addition, fire boxes of locomotives have been specially shielded to hide the glare, and during blackouts, storm curtains of the engine cabs are drawn, hooded headlights dimmed, and even the customary plume of white smoke from the engine stack is reduced to a smudge which blends with the darkness.

On passenger trains, all shades are drawn from sundown to sunup. Windows of mail and express cars and other car windows not equipped with shades have been painted black for the duration.

Ordinarily, car interiors are still fully lighted, but when trains run through blackout districts, all inside lights are extinguished with the exception of special blue night lights of low intensity which have been installed in hallways and in vestibules between cars.

These blackout precautions are being taken by Southern Pacific throughout the Pacific Coast area. Their adoption followed extensive experiments on an unidentified section of line, during which Army fliers went aloft periodically to check on the effectiveness of the arrangements whereby the railroad has been able to carry on its work without the loss of time or motion.

ANNUAL CONFERENCE OF C. E. S. P. A., BAY SECTION

The Bay Section, California Elementary School Principals Association, under President Kenneth M. Forry, Martinez Elementary Schools, met on Saturday, April 25, at the Hotel Oakland, Oakland, for its annual conference. Superintendent Edgar Muller, Alameda County, greeted the principals, expressing his sympathy for school administrators in view of the many difficult tasks which the war has added to their already heavy load, but emphasizing the absolute necessity for making elementary school children understand just what democracy is. Superintendent William Ewing, Oakland Schools, surveyed the schools' part in defense—victory gardens, conservation, rationing, making model airplanes, vocational programs—and stressed the equally important task of preparing to meet the problems which must arise after the war. Mr. Ewing expressed his conviction that we will win the war eventually, but that it will take perhaps even greater effort to solve the problems of peace.

The opening speaker of a symposium on American Democracy was Robert J. Kerner, University of California, who reviewed the history of democracy from its earliest beginnings. It is necessary, he said, for elementary principals to reconsider fundamental principles of democracy and the specific relationships implied in order to see how they may be clarified for elementary school children. America's task, he said, is to perfect the democracy it already has. History shows that despite temporary setbacks democracy forges steadily ahead.

George P. Hedley, Mills College, spoke on "The Achievements of Great American Leaders in Building Our Democracy." The men who have governed our country, he said, demonstrate the miscellaneousness of our leadership. Many types of personality, shaped by entirely different sets of circumstances, produced leaders who did equally well in the job of running their country. This leadership was marginal also, Mr. Hedley indicated, coming from a vast pool of available resources. For every man elected to high position there were undoubtedly many more available who had equal ability, but their particular experience, their special circumstances, did not project them into positions of great authority and responsibility. To teachers, Mr. Hedley said, this should demonstrate that their job is to nourish the growth of each individual. Every personality should be allowed to realize its full potentiality since valuable qualities for future leadership may be inherent. Mr. Hedley gave a most interesting and exact analysis of President Franklin D. Roosevelt's special qualifications for leadership during this emergency. We quote this statement in full:

"Not least among the men whom the times have needed, and at the right moment have found, is he who is our nation's Commander-in-Chief today The internal crisis of the early thirties required a vigorous imagination, a sturdy spirit, and a strong hand. The external crisis of the later thirties demanded knowledge of the world situation, experience in dealing with the international scene, realization of our inevitable place in the whole of human affairs. This crucial hour in April of 1942 calls for military comprehension, political good sense, above all for infinite personal courage. It was not accident, and I as a Democrat of course am convinced that it was not mere public stupidity that brought Franklin Roosevelt into an unprecedented third term of office.

"Had we asked, in a total personal vacuum, what kind of man we would need in the Presidential chair during this greatest and most awful of all wars, we would have called for a man of long political experience and consummate political skill; for a man trained in and habituated to executive responsibility; for a man who had served during the former war, and who had discerned the onset of the new one; for a man who understood and shared the Wilsonian conviction of our international responsibility; for a man who himself had known adversity and had triumphed over it. We *have* such a man: a hard worker, a daring executive, a former director of naval policy, a loyal adherent of the Wilson tradition, a healthy man who found spiritual as well as physical vigor in the very physical tragedy which would have overwhelmed a lesser spirit. Not now as a Democrat, but as an American, I give thanks that the times have given us this new and timely leader."

The Reverend Clarence Reidenbach, Oakland, spoke from the point of view of the layman on the contributions that education can make to citizenship. He stressed the importance of vocational guidance.

At the luncheon meeting Dr. Walter F. Dexter, State Superintendent of Public Instruction, addressed the principals. Dr. Dexter spoke of the three types of selfishness in the world: the selfishness of the individual, of the corporation (or group selfishness) and of the nation. Our democracy has handled the first two fairly well, he said, but we now have to deal with the selfishness of nations. Governmental procedure is the expression of this selfishness. Democracy must learn to control its own governmental procedure, how to maintain its ideals. World fellowship is a necessity, and we must try to develop an association of nations.

"The significance of education," said Dr. Dexter, "is that what we here and now think and do will determine much of what is done in the rest of the world." All problems, he said, reduce to a set of relationships—whether between individuals, groups, or nations. What is learned between individuals and groups must be applied to nations as well.

Referring to the forthcoming State adoption of a set of science texts for elementary grades, Dr. Dexter declared the introduction of science in the elementary grades is a most significant step to be taken in education. We have been trying for 352 years, since Galileo, he said, to establish scientific attitudes such as that of cause and effect, means and end. We can gather facts, translate them into principles, and test these principles. Yet we have gone for 352 years, 90 in California alone, without introducing science in the elementary grades. The elementary school child needs the kind of science that will help him to understand his environment —this type of understanding is connected with the social and even the spiritual world as well. The introduction of science in the elementary school is the most important step since McGuffey's readers. McGuffey made a marvelous contribution to American civilization with his practical ideas of a workable world, stories of ethics that adults never forgot. Today children are living in a dynamic and changing mechanical world to which they must be able to adjust. Thousands of relations now exist that did not as recently as fifty years ago. We must introduce children as early as possible to the scientific method of approach.

Dr. Dexter then went on to discuss textbooks, stating: "The State Department of Education is tremendously interested in the purchase, distribution and use of good textbooks, well-written, well-edited, and well-printed. It is interested in only the finest books that can be presented." Teachers can teach better with

fine texts at hand than without them. The textbook trains children to think systematically more than anything else can. If a child has a good textbook he has an outline he can follow for the rest of his life.

Referring to the Japanese camps now being established in California, Dr. Dexter said that the State Department of Education predicted this situation six or eight months ago, but when evacuation actually started they found they couldn't have anything to do with it, without federal permission. They outlined several policies which have been given to the federal government for consideration. Some educational program will probably begin in the Japanese camps next fall.

Kenneth Forry, who presided at the luncheon, expressed the appreciation of members of the Association for the fine quality of leadership which Dr. Dexter has given them. Members of the audience were then invited to ask Dr. Dexter for any further information they needed. Beecher Harris, Thousand Oaks School, Berkeley, raised the question of how school principals could enter defense work during the summer in the most useful capacity. Dr. Dexter recommended that teachers should render some service in the local community in agriculture.

GARDENING THROUGH THE SCHOOLS

Reprinted from California State Department of Education Report to Governor's School, Walter F. Dexter, Director

Today we can clearly vision the part that food will play in winning the war and in the long struggle toward rehabilitation. National agricultural and economic leaders have couched their appeals for greater and greater food production in strong terms. The nation needs food in heretofore undreamed-of quantities, and especially in the essential protective foods which include root and leafy vegetables. Not only must great quantities of foodstuffs be produced, but every means possible must be used to insure that the human energy needed is not misused and that proper use is made of machinery, tools, seed, and soil. The experience of the past cautions us to plan carefully and well. However, we *must* plan.

Gardening through the schools is not only a possibility but has become an actuality—here in California and throughout the nation many schools are engaged in various types of food production, preservation, and utilization projects. Nationwide stimulus is given to the school garden program through the United States Office of Education, Federal Security Agency.

Gardening through the schools will contribute in a number of ways to the national emergency and to good education. The following points briefly outline a few of the most salient features of the school gardening program.

1. Increased supply of vegetables for the school lunch program, community needs, and especially for the larders of non-gardening low-income groups, thus relieving commercial supplies for canneries and other markets.

2. Improvement in diet and nutritional status of individuals.

3. Stimulate morale by helping pupils and teachers to feel that they are contributing to defense through active participation in a vital area of the war effort.

4. Provide much-needed physical activity and mild emotional stimulation and thus relieve other tensions and pressure during these distressing times.

5. Stimulate school-community thought, participation, and cooperation, thus building community interest in and understanding of the work of the school as well as help the school to become acquainted with community problems and conditions.

6. Provide, not only an educationally sound means of participating in the emergency, but also, an approach to a functional, long-term community-centered educational program.

A bulletin with a covering letter has been prepared for distribution to all city and county superintendents of schools outlining the possibilities of school garden projects and requesting reports from each city and county on the nature and extent of such projects in each area.

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THEATER NEWS

San Francisco is having one of its most brilliant seasons of light opera.

The program is presented jointly by the recently organized San Francisco Civic Light Opera Association, of which S. Laz Lansburgh is president, and the Los Angeles Civic Light Opera Association, with Edwin Lester as general director.

The current offering is "The Vagabond King," with four brilliant vocal artists: Bob Lawrence of the St. Louis Municipal Opera, Dorothy Sandlin, Marthe Errolle and Robert Stanford. John Carradine will appear as Louis XI, with Melville Cooper and Vera Marsh completing the cast.

"Hit the Deck," the riotous musical comedy by Vincent Youman, will be staged the week beginning June 1. Frank Albertson, Joan Roberts and Ethel Waters will head the large cast.

Final offering of the season beginning June 8, will mark the return of John Charles Thomas, America's foremost baritone, in "Music in the Air," the Jerome Kern-Oscar Hammerstein hit. Irra Petina, Metropolitan and San Francisco Opera Company star, and Francis Lederer, one of the country's most eminent stage personages, will appear with Thomas.

Dr. C. S. Chappelear, superintendent of schools of Ottawa, Illinois, in his *Wit, Wisdom and Wisecracks from the N.E.A.*, price $1.00, mimeographed and bound in paper buckram, distributed by himself from Ottawa, Illinois, is doing more for the peace of mind of superintendents throughout the United States than anyone we can imagine. In some 30 mimeographed sheets—one side—he had collected more pedagogic laughs from the meetings of the A. A. S. A. than one would ever think could be collected from any educational gathering. If we are to live we must have humor, and now more than ever. We think that this collection of wit would be invaluable to any educator, harassed as most of them are as speakers at all or every occasion. Dr. Chappelear has his Doctor's Degree from Columbia University. He has been Dean of the Faculty of Illinois College in Jacksonville, Illinois; was, before coming to Ottawa, superintendent at Macomb, Illinois, for the past six years, and is widely known for his Lectures on Humor.

Library News

Edited by MABEL R. GILLIS, State Librarian

SAN FRANCISCO LIBRARIES IN WAR TIME

By Mrs. Frances C. Kehrlein
Associate Librarian, San Francisco College for Women, Lone Mountain, San Francisco

At the Fall meeting of the Northern California Regional Group of Catalogers, last November, librarians with cataloging interests were introduced to the preliminary edition of the new American Library Association Code, and looked forward to a winter devoted to its study, under the direction of Miss Margaret Windsor, of the Bibliography Division of the Stanford University Libraries.

But the forces of destruction stepped in, and made havoc of everyone's plans, librarians included. There is not a library in California, it is safe to say, that has not felt the impact of war, in varying degrees, and the future role of librarians is a very definite one in the emergency.

*Up to the present moment the staff of very few libraries have felt the changed conditions. Some part-time assistants have left to take full-time jobs in business or industry, and a few have been inducted into military service. But on the whole, the personnel in San Francisco libraries remains unchanged. Because of greater demands upon them, however, they are more than ever short-handed. In special libraries, such as that at the California State Chamber of Commerce, the United States Forest Service, and the California Range and Experiment Station in Berkeley, the librarians are cooperating with the different departments of the government, compiling statistics and bibliographies on every phase of economic, military and civilian life. All the material on the guayule situations, for instance, was gathered together by Miss Schofield of the U. S. Forest Service, and now that that subject is settled, the question of plant camouflage is being investigated. Miss Anne Avakian of the California Forest and Range Experiment Station has compiled an exhaustive bibliography on Forests and the War, and both libraries are preparing material for government use in the study of post-war economy.

In college and university libraries, continuous sessions demand that libraries remain open continuously, and that vacations necessarily be shortened or staggered. Reading interests are changing, according to the fields covered by the students. In the small colleges, more background reading is being done, particularly in regard to the problems of the Pacific, our relation with Japan, the plans of Japan for becoming a world power, and the history of the United States in the Philippines. The broadening interest in Latin America is making itself felt in the demand for books in this field. In the University libraries, such as the Stanford Medical Library and the University of California Medical Library, there is a growing demand for books on poisonous gases, and other phases of chemical warfare.

However, the closer to the pulse of the general public, the greater the demand for books and pamphlets of immediate usefulness, and the San Francisco Public Library, as well as semi-public institutions, such as the Mechanics Institute Library, find that their book-buying budget is being directed by public demand. Material on air protection, bomb shelters, fire fighting, and civilian defense is being requested, and purchased in large numbers—not just one or two copies of such books, as would ordinarily be the case, but ten or twelve. In reverse, as a result of the absorption of the younger men and women into the armed forces and the defense industries, the demand for the modern writers, in the fields of drama, poetry, essays and travel, has not only fallen off, but there is less of that type of literature being published. Escape literature, however, in the form of westerns and detective stories, still seems to hold its own.

One condition that is common to all libraries is the dearth of foreign periodicals; complete cessation in some instances, and material decrease in size and frequency in others. (It has been a matter for wonder and admiration, however, that those from Great Britain still carry on, with all odds and hazards against them.) This condition is especially noted in scientific libraries, such as that of the California Academy of Arts and Sciences. Since so much material is acquired by this library by means of exchange, the acquisition of new books, pamphlets, and periodicals from foreign sources will be practically nil until the war is concluded. College and university libraries, too, share in this deprivation. On the other hand, there is a great influx of government publications. These are an ever-present problem to the librarian, as the maximum of use and the minimum of loss and disorder must be maintained for this material. In most instances, the pamphlet and periodical racks are used to capacity, and the material filed away for future reference as soon as its immediate usefulness is over.

For real war activity, organized on a grand scale, I think the palm must be awarded to the San Francisco Public Library. As headquarters for the Victory Book Campaign for Northern California, 50,000 books have been collected, segregated, and shipped to the armed forces, to date. School librarians and high school students did yeoman service in their preparation for use. As the quota is 250,000, the staff still has something to look forward to! There is also a large demand for current reading lists, which are referred to the cataloging department. The new contacts made through establishing headquarters at the public library for First Aid classes, Nutrition classes, Know Your Neighbor groups, and the like, have brought large donations of books that might never have found their way there.

At the Stanford University Library, Miss Tum Suden is saving books and periodicals in the medical and scientific field, to be turned over to the Medical Library Association for the purpose of replenishing the Medical libraries of Great Britain after the war. This is a concrete and specific activity that reflects the spirit of librarians in war-time, who are not only girding themselves for longer hours and harder work, but who feel that the libraries of today, like those of the medieval monasteries, must become the preservers of the written word for the use of future generations.

* This paper has been written from notes for a talk given at the meeting of the Northern California Regional Group of Catalogers, April 18, 1942.

LIBRARY SCHOOL CLASS VISITS ALAMEDA COUNTY LIBRARY

By Mrs. Dorothy F. Roberts
County Librarian

The annual tour to Alameda County libraries made by each year's class attending the School of Librarianship at the University of California took place on April 9.

About twenty-five students and faculty members were shown typical library branches operating under the County

Library system. Mr. John D. Henderson, Field Representative for the California State Library and University of California Lecturer in Municipal and County Library Administration, accompanied his students. Dr. Fulmer Mood, one of the newer appointees on the faculty, also made the all-day trip.

The tour started at 8:20 a. m. at the County Library headquarters in the Court House, where the visitors met the staff and learned of the work carried on. In a torrential downpour of rain, the enthusiastic young people proceeded to the famous brooder branch at Castro Hill, and then to the typically modern branch library at Centerville. Afterward, Miss Josephine Herbert, teacher and librarian, who is in charge of the Centerville Elementary School Library, explained the affiliated work of that library and the County Library system. Mr. Thomas P. Maloney, Principal of that extremely modern school, showed the fine auditorium, classrooms equipped with radios, an ingenious inter-communicating system throughout the school, and other examples of the splendid equipment of an up-to-date school. Most of the students were greatly surprised to see what a "rural" school is like.

Plans had been made to take the lilac-bordered road to the Water Tower at Sunol for a picnic lunch, but because of the rain the lunch was eaten indoors at the home of Miss Mary Buttner, in charge of the County Library Branch at Sunol. After visiting the Livermore Public Library, which receives supplementary service from the County Library, the group made the final stop at Arroyo del Valle Sanitorium. Miss Mildred Lovell, librarian there, told how patients and staff make intensive use of library facilities made available by the County Library. After seeing and talking with many youngsters in the children's wards, all of the visitors realized keenly how important is the function of books and reading in a hospital.

These students will soon complete a course of study on County Libraries. The purpose of the tour is to illustrate what they have read in text-books and heard in lectures. They agreed enthusiastically that their understanding of library objectives and methods was made clearer by observing certain branch libraries in action. Incidentally, they learned much about the geography, industries and attractions of this region. The beauty of our county in the spring made a strong impression upon the students, most of whom come from other counties and other states. Deep-dyed poppies, lupine, mustard and other wild flowers and shrubs are now blooming in profusion. Our cultivated gardens are glorious, too, with lilac, roses, flowering fruit trees and many other growing things at the peak of their season. Niles Canyon with its tawny-colored flood of water rushing along drew forth many excited exclamations.

NEWS NOTES

The class from the School of Librarianship at the University of California made a trip to Sacramento on April 16. They visited the Sacramento County Library under the direction of Miss Cornelia D. Provines, Librarian, and the Sacramento City Library where they were greeted by the librarian, Miss Grace Taylor. The afternoon was devoted to visiting all the departments of the California State Library. Talks were given by the heads of the departments.

Edith E. Gray, who has been county librarian of Siskiyou County for almost five years, has resigned to be librarian at the naval station on Treasure Island. She will take her new position on June 1.

Althea H. Warren, Librarian of the Los Angeles Public Library, has returned to her position in California after four months as National Director of the Victory Book Campaign. The number of volumes collected in California during this nationwide drive is 491,628. The books are being distributed to army camps, to the navy, the merchant marine and to U. S. O. houses and other places where they can be used by the men who are in the armed forces.

In addition to the work of processing Victory books in San Francisco which has been under the direction of Margaret Girdner, Supervisor of Texts and Libraries, Teachers Library, San Francisco Public Schools, and Mrs. Leta Homel, Librarian of the Balboa High School, the processing center in Los Angeles under the direction of Jasmine Britton, Director, Library and Textbook Section, Los Angeles City Schools, has prepared about 40,000 volumes for use. This has been done largely with the help of a W. P. A. project.

Although the Victory Book Campaign for this year has closed officially, the libraries all over the state will accept books for the armed forces during the duration of the war.

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Book Reviews

From D. C. Heath and Company

Our Democracy and Its Problems, L. J. O'Rourke. Price $1.88. To an unusual degree this text succeeds in bringing the student into the picture, in making him see that social and economic problems are his problems. Three principal means are used to achieve this end: (1) Explanations and examples are in concrete terms and relayed to the reader's own experiences. (2) Each chapter is preceded by a short paragraph which contains stimulating questions and specifically points out how the problems to be discussed affect the student. (3) Assignments which occur at frequent intervals aid the student to apply what he has learned to local or personal situations. The point of view is constructive. Our economic system is described realistically and problems are not minimized, but there is not an overemphasis upon defects. Instead, accomplishments and future possibilities are stressed. In presenting proposals that have been put forward as ways of dealing with various problems, the author has exercised the greatest care to present them objectively and impartially. To tell the student what should be done is not a function of the textbook in problems of democracy; rather it should show the student what problems exist, why they exist, and encourage independent thought and judgment in seeking solutions and in evaluating proposed solutions. *Our Democracy and Its Problems* gives much fuller treatment than is customary in similar texts to the important subject of foreign relations. The importance of our relations with Latin America is discussed and the problems involved in them are fully presented. A full chapter is given to problems of national defense and another to the problem of totalitarian threats to democracy. The effect of the war and postwar conditions on economic and social problems is clearly brought out.

The text is divided into six parts: The Basis of American Society, Our Economic Life, Social Problems, The United States and World Problems, Political Organization and Problems of Government, Problems of the Individual.

From Ginn and Company

First-Year Algebra, Elementary Course, New Edition. Price, $1.40. This new edition lists the following changes in the text: (1) The work in graphs has been placed in or adjacent to related material, thus making this important topic an integral part of the course. (2) Great emphasis has been given to the work in formulas. The present treatment is outstandingly full and systematic. (3) Interesting discussions of scientific applications have been included. (4) The most careful gradation distinguishes both the drill exercises and the verbal problems. The latter have been given special emphasis. (5) The historical notes have been placed in special type near the related text. (6) Summaries and review exercises are given at the end of each chapter.

From Scott, Foresman and Company

We Talk and Write by L. J. O'Rourke, assisted by Kathryn White, Edith Austin Dinwoodey, Juanita Winn. Book One (Grade 3), 84c; Book Two (Grade 4), 84c; Book Three (Grade 5), 96c; Book Four (Grade 6), 96c, list. This Elementary English Series gets down to brass tacks at once in making boys and girls want to talk and write well. First, it centers around children's real interests; and second, it provides definite aid in the transfer of the pattern activities in the books to the children's own activities in the classroom. From their first glance at the *We Talk and Write* Series children should recognize the books as their own. The title itself is understandable to them. Enjoyable, and highly interesting, too, are the end sheets containing child illustrations and child-written poems. Through a text which is easy to read and pictures (every one of which has some color in it) portraying children in action in the classroom, boys and girls are shown *how* to carry on basic language activities. And they are encouraged to *do* things on their own: to form committees for their various activities; to evaluate their own work and try to improve it; to learn to make their own corrections; to use reference materials. They also are helped to discover the thrill of sharing personal interests and hobbies, of writing just for fun or to entertain others.

The books have strong teacher-appeal as well as child-appeal. *We Talk and Write* is backed by years of research and experimentation on English usage carried on by author O'Rourke under the auspices of the Carnegie Foundation. And, too, the books have grown out of the comments, reactions, and experiences reported by teachers after the use of an experimental language series publishd by Dr. O'Rourke. Thus teachers are provided with helpful procedures and definite teaching patterns. Subject matter is never prescribed, however, so that the teacher is free to fill in the patterns with material arising out of her local curriculum and interests already present in her classroom. Every phase of communication is covered —conversing, talks, writing, poetry, drawing, listening—with emphasis upon the oral phases.

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DR. WALTER F. DEXTER was reelected to the office of State Superintendent of Public Instruction at the August primaries with an approximate majority of 310,000. He carried the primaries over his nearest opponent by a majority of more than 530,000 votes. This support given to Dr. Dexter's leadership in education is proof of the value which the people of California place upon their schools and the educational program for which Dr. Dexter stands.

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September, 1942

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Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

The educational outlook for the summer of 1942 has been filled with shadowy apprehension of things to come. Already the pattern of the most devastating world's war in the earth's history has fastened itself upon the thinking of the nation's educational leaders and administrators, and from now on increasingly every school endeavor will be geared to the country's war effort.

Outsiders do not realize the tremendous war load that the schools have already assumed in addition to the ordinary full-time job of educating the youth of the land in the fundamentals. War Stamp sales, Red Cross drives, salvage drives, evacuation plans, air-raid drills, emergency feeding plans, feeding of surplus foods to pupils, re-emphasis upon American history, teaching of the fundamentals of democracy, training of shop and clerical workers, adult war training classes, and now in addition comes supervision of students of high school age, and younger, who on account of labor shortage are needed for crop harvests and positions in industry where they can relieve mature persons for more strenuous jobs. And on top of this comes the cry that the schools have not been teaching the fundamentals of the three R's and that the products of our schools cannot figure, read or have the ability to carry out ordinary duties of the armed services. For the demand is for trained mathematicians, trained machinists, trained persons for every one of the multitudinous jobs of modern fighting. In addition, the schools in the secondary field now are to give pre-aviation training and if, as is now forecast, 18- and 19-year olds are to be included in the draft, pre-military training in the high schools will probably be made obligatory for those physically fit. All these extra school demands come to school systems that are exhorted to cut down expenses, do without books, supplies and teachers (for teachers are in the last classification for draft deferment). The present estimate is a shortage of 50,000 teachers in the country due largely to the fact that in a great portion of the United States wages in industry now greatly exceed those paid to school teachers, both men and women. The shortage of shop teachers of all kinds, mechanical and electrical especially, is acute. In one way the shortage is largely chimerical for in the large metropolitan centers such as New York are thousands of unplaced teachers who will not accept positions that pay from $600 to $1,000 per year, and it is these positions which make up the greatest number of this estimated 50,000 shortage.

* * *

These last few months have seen an added cry against the trends of modern times education, especially that of the progressive groups. Lack of accomplishment in the fundamentals of reading, writing and arithmetic, lack of acceptance of responsibility, flippancy in relationship to the seriousness of the problems facing the country, lack of respect for law, order and public property, disrespectful attitudes toward church, state, and country are just a few of the indictments against the products of modern education. The military claim that vast numbers of our public school graduates come to them unprepared and have to be taught the fundamentals. They claim that vast numbers have no concept of discipline or responsibility. Educational fundamentalists lay this failure to come up to wanted standards to the progressives and their kind in the field of education. This largely is a false accusation, for in the country as a whole educational progressivism is not the established procedure. The Nazis accuse the democratic races of being soft and decadent. They claim that the will to sacrifice, to labor hard toward a goal, has gone out of those civilizations devoted to the democratic processes. In a way the report of our military bears this accusation out. But what has been the fundamental cause for such a condition? It has been the trend in the past three decades to keep all of the children of the country up to 18 years under educational control away from acceptance of responsibility, to make it impossible for youths of 14 years up to go into industry. The labor unions have fought against the apprenticeship system especially during the tragic years of the depression. Education for the arts, law, medicine and the church, and even the teaching profession have been pushed up from 4 to 7 years. Parents have tried to see to it that their children did not have to undergo the privation of pioneers.

Consequently, vast numbers of the youth of the land have been kept from learning responsibility, have been kept from learning how to work, have had no opportunity during the depression years to do a full man's or woman's work because of the millions of adult unemployed. Now, with youths of 17 years up receiving man's wages, with practically every employable person able to have a job, if in the proper locality, undoubtedly these accusations of laxness of ability will drop off. It must be emphasized that the schools now try to educate the whole youth of the land. We Americans like to think of ourselves as a superior mixture of humanity. The fact is kept under cover that vast numbers of our population coming to us from Europe were not of the highest caliber of intelligence. It is axiomatic that you can not train a person to be superior, if the individual has not the innate capacity to learn. Our softness, if it is softness, comes from the fact that in raising our comforts of living we have tried to make the lives of our youth too easy and too pleasant. Perhaps the rigors of Spartan life are more fitting for humanity. The cry of our leaders is for sacrifice. If world war expenditures continue as at present labor and toil as of our forefathers will become again the commonplace acceptance of our national mode of life.

The speeding up of our educational processes, making it possible for high school and college students to do the work of four years in three, the putting of colleges and universities upon a twelve-months' basis with acceptance of students at the opening of any quarter, and the demands of industry and agriculture had, this past summer, a very definite effect upon the attendance at the summer sessions of the educational institutions of the country. Generally, the attendance was down a fourth to a third in the customary six-weeks summer session, although the campuses were crowded with more students on account of war classes and the co-running of the twelve-week-session classes. The University of Southern California Summer Session under the leadership of Dr. Lester Burton Rogers, Dean of the Summer School and of the School of Education, enjoyed the largest registration of any of the California summer sessions. In the neighborhood of 4,000 persons were in attendance. It was the only University in the Los Angeles area that made available to the book companies space for educational exhibits.

It was noticeable that in the education classes the attendance from outside of the boundaries of the state was very slight. Tire rationing and advice against travel had had its effect upon teacher attendance from a distance. In checking over the list of the Visiting Faculty it was noticed that Dr. Curtis E. Warren, superintendent of Santa Barbara city schools and member of the California State Board of Education, was the only school superintendent in the United States invited to give courses in the six-weeks session. Dr. Warren held classes in School Administration and an Advanced Course in Elementary Education. Among the list of visiting education instructors at the U. S. C. session this past summer were such prominent persons as Dr. James Thomas Anderson, President, State Teachers College, Wayne, Nebraska; Dr. James H. Bedford, Instructor in Glendale Senior High School, Glendale, California; Dr. Robert A. Davis, Professor of Education, University of Colorado; Dr. Paul Fisher, Vice-principal, George Washington High School, Los Angeles; Miss Elizabeth Goudy, Director of Radio and Curriculum Assistant, Los Angeles County Schools; Dr. Pickens Elmer Harris, Associate Professor of Education and Philosophy, University of Pittsburgh; Dr. Reuben D. Law, Associate Professor and Chairman, Department of Elementary Education, Brigham Young University; Dr. Kevork A. Sarafian, Professor of Education and Head of the Department, LaVerne College, LaVerne, California; and Miss Vivien E. L. Teubner, teacher Sixth Avenue School, Los Angeles. Of the regular U. S. C. Education faculty Dr. Osman Ransom Hull and Dr. Irving R. Melbo highlighted their department's numerous courses.

Mrs. Ada York Allen, superintendent of San Diego County schools, will December 31, 1942, relinquish the keys of the office she has headed for twenty years since August 21, 1922, and in which she worked as deputy superintendent and assistant superintendent the ten previous years. After thirty years' work in Education in California Mrs. Ada York Allen this year decided not to run for re-election against the wishes of many of her friends, who believed that Mrs. Allen should continue for years to come. She will be followed in office by Dr. John S. Carroll of San Diego, who was elected in the primary over one opponent, Mr. George M. Crawford, formerly Business Manager for the San Diego City Schools.

On the Pacific Coast San Diego and San Diego County is one of the most historic and colorful spots in the west. It was here the first Spanish explorers landed. It was here that Father Serra planted the first cross. It was here that the first mission was built. San Diego County (one of the original 27 counties of the state) in the beginning reached from the Pacific to the Colorado River two hundred miles east, from the Mexican border to Los Angeles County, another one hundred and fifty miles north. Out of it were fashioned the counties of Imperial, Riverside and a portion of San Bernardino. Still in its curtailed limits it reaches a hundred and twenty-five miles from Point Loma over the Cuyamaca and Palomar mountains to the desert. It includes in its borders San Diego City and numerous small towns as Coronado, National City, Oceanside, Escondido, and Chula Vista. To this setting Miss Ada York came thirty years ago, a Massachusetts school teacher from Worcester, Massachusetts, with 16 years of experience in the elementary and high school fields. And they say school teaching is a drab existence with no highlights of romance or adventure. As Miss Ada York, Mrs. Allen worked under three San Diego county superintendents, first as deputy under Hugh J. Baldwin, then as assistant superintendent under John F. West and F. F. Martin. When Mr. Martin left for the Business Managership of the Pasadena city schools, Mrs. Allen was appointed to the county superintendency by the Board of Supervisors in August, 1922 and for the succeeding 5 terms held the office by re-election.

During these past 20 years as county superintendent, Mrs. Allen has seen the teachers of the county increase from 799 to over 2,500. Now in the county outside of San Diego City alone are over 1,000 teachers employed. In 1922-23 the pupil enrollment of the county was 27,503. In 1942 it was 56,054. During the past 20 years the district superintendencies have been developed in the county until now there are 18. When Mrs. Allen took office there were 3 people in the office and no field staff. Now the office force numbers 18 and 5 supervisors are in the field. It was Mrs. Ada York Allen's privilege to introduce 20 years ago field supervision to the schools of the county, money at that date for this purpose being made available for the first time by a recent act of the state legislature. For seven years Mrs. Allen was a member of the California State Curriculum Commission representing the county superintendents of the State. She also was secretary of the Public School Superintendents' Association of California for seven years. Up to 1939 the county superintendent's office was in the old courthouse on lower Broadway. In 1939 it was moved to magnificent new quarters in the San Diego City and County Civic Center Building on San Diego Bay. Mrs. Allen's offices were planned by her and comprise as fine accommodations as any county superintendency in California. The offices face San Diego Bay with Point Loma and North Island to the west and adjacent to the north is Lindbergh field. In vision at all times is activity of the air and sea. In 1939 Miss Ada York married Mr. Frank B. Allen, music composer and author, a true Massachusetts Yankee. It was the culmination of a lifelong friendship. After December 31 of this year her friends wish her long years of happy retirement. Mrs. Ada York Allen's grace, charm and facility of addressing groups large or small will keep alive the remembrances of her service to education in San Diego County and California.

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Education For All in Our Time

Willard E. Givens
Executive Secretary, National Education Association

Struck by the importance of Senate Bill 1313, as it was explained in general promotional literature sent to all periodicals, *The Western Journal of Education* asked Mr. Givens to write an article addressed to California educators specifically. In this article Mr. Givens shows why all states, wealthy and poor, should have concern for universal education and how Senate Bill 1313 will aid the entire nation. Every teacher is asked to write at once to his Senator and the Congressman from his district in support of this Bill.

A plaque in the great entrance hall of the NEA headquarters in Washington announces that the organization is

> Dedicated to the upbuilding of democratic civilization and supported by the loyal cooperation of the teachers of the United States to advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people.

For the reason that no step toward those objectives is of more importance than the education of all the children of all the people, the National Education Association has, for a quarter of a century, actively supported legislation for the equalization of educational opportunity in the United States.

Universal education is not a new objective of American democracy. The Massachusetts school law of 1647 required that every town having 50 householders should at once appoint a teacher of reading and writing and provide for his wages; that every town having 100 householders must provide a grammar school. A penalty was prescribed for those towns which did not conform to the law.

Prior to the passage of this measure, education, like clothes and food and other necessities of life was a responsibility solely of the home. The children of wealthy parents could have an education, the children of the poor were doomed to ignorance.

The founders of our nation were quick to see that self-government was a vain hope for the poorly educated and that the economic and physical strength of a new nation rested uncertainly upon the productivity of the ignorant. They set about to make possible a fair start in life on other grounds than those of wealth and social position, which had determined the opportunity for education in the Old World.

Statements in support of popular education by great leaders of the Revolutionary period were so frequently made and today are so well known that they do not need to be repeated in evidence of the American faith in schools. George Washington so firmly believed in them that he built and financed one himself in his "home town," Alexandria, Virginia. The three-room structure is still standing. Within its walls were educated some of the great leaders of Virginia, and until a few years ago it was in daily use by the Alexandria school system. Even before the new government was firmly established in a workable Constitution, citizens who considered leaving the comparative security of the Eastern seaboard to settle the Northwest Territory were encouraged to do so by grants of land for schools, so that the children of those pioneers might have the education necessary to uphold "beyond the mountains" the kind of government their fathers

Willard E. Givens

had established in the colonies and to create from a wilderness the economic structure which would make the West an asset instead of a liability to the new nation.

Some years later, the same principle of assessing wealth where it was for the education of children where they were was applied in the establishment of state school systems. The difference in educational opportunity between communities was as great as it had formerly been between families. Programs of state aid to local schools have progressed through the years until they are in effect in practically every state. They have been adopted in the belief that the security of the state depends upon the intelligent citizenship and productive capacity of *all* its people — not merely upon those lucky enough to have been born in economically favored centers.

In working to secure federal aid to the state school systems, the nation's teachers, through their national professional organization, are merely carrying forward the fight for free schools envisioned by Washington and Jefferson and Adams and Madison and all the other members of that band of patriots who saw that ignorance was a guarantee of license, not liberty. Participation in this fight is a high privilege, the future of popular government depends upon victory.

Those who are inclined to impatience because the goal of federal aid is attained slowly should recall that the fight for publicly supported schools has never been an easy one. "You might as well beat a bag of wool," shouted an angry legislator in a speech against the school law advocated by Henry Barnard in the Rhode Island Assembly. For a hundred years educators have been "beating the bag of wool," but slowly from it has come the miracle of forty-eight state school systems to which we proudly point as evidence that our government is truly "dedicated to the proposition that all men are created equal."

Yet the unequal opportunities of American children for a fair start in life are such as to provoke expressions of astonishment from foreign visitors who come to our shores to examine education in the United States. The difference between educational opportunity from state to state today is as great as it was between the seaboard states and the Northwest Territory in the latter part of the Eighteenth Century. The discriminations which exist in 1942 are no more just than those which existed three hundred years ago when education was restricted to youth whose families could afford it.

The objective evidence of the inequality of educational opportunity in the United States has been presented so often that it should be a familiar picture to every American teacher. The range in current expenditure per child per year for schools is from $24 to $135. The wealthiest state values its school property at $526 per pupil enrolled, the poorest at $81. One state operates its schools 187 days in the year, another only 146 days. One state is able to pay its teachers an average salary of $2604 a year; another pays its teachers an average of $559 a year. In one state 942 of each 1,000 persons aged 14-17 are enrolled in high school; in another state only

395 youth of that age are securing the advantages of secondary education. The last census showed that 36 per cent of the people living in one state had not even gone beyond the fourth grade in the elementary school.

Every one of these inadequacies strikes at the heart of America's ideal of democracy and reduces her strength to defend the American way of life. War submits our preparation of youth to a more than usually rigid accounting. Last May it was announced from the White House that the physically fit men in the draft who disqualified for military service solely because of too little education would have constituted fifteen army divisions. These are our "lost legions," lost to effective defense of their country, lost to the development of industry that has become so technical that illiterates are a handicap rather than a help, lost to maintenance of a peace that will demand the highest quality of intelligent citizenship the world has ever seen.

Incontrovertible evidence shows that there is no way to remedy this situation except through federal aid to schools. The states least able financially to educate their children are making the greatest effort to do so. The states that have the most children to educate are the states which have the least money with which to educate them. Someone has aptly described the policy of providing good schools where there are the fewest children, and the poorest schools where the most children live as an "effective method of committing cultural and economic suicide." Every state, rich or poor, has therefore a reason to work actively for federal aid to schools.

California offers a good example of the concern which even the wealthiest states should have for universal education. The schools of California stand close to the top of the list by whatever standard of excellence they are measured. California rates third in yearly current expenditure per pupil enrolled, second in average salary of teachers, eleventh in value of school property per child, above the median in number of days in the school year. Yet the 1940 census shows 358,349 adults in California twenty-five years of age and over who had not completed more than four years of school. That is a larger number of "functional illiterates" than Ohio had, than Michigan, New Jersey or Massachusetts had.

A large proportion of illiteracy in California is no doubt due to the influx of population from states that do not have as good school opportunities as California does. Fifty-seven per cent of the American-born people living in California in 1940 were born in other states. These immigrants reflected the character of education whence they came.

The exchange of population between states is growing in pace and numbers. Transportation facilities make it possible, the interdependence of industry makes it necessary. The industrial expansion of the war has greatly speeded up this mobility. A population once isolated in the locale of its birth has become fluid. The effective distance between Gulfport, Mississippi, and Sacramento, California, is today no greater than the distance from Sacramento to San Francisco was yesterday. Our nation becomes truly, "One from many." Every state and region rises or falls with all the rest.

Back of Senate Bill 1313, sponsored by the National Education Association, is the motive of aid to the whole nation. If this bill becomes a law, an annual appropriation of $300,000,000 will be authorized to assist the states in reducing inequalities of educational opportunity in the public elementary and secondary schools, so that all citizens wherever they may spend their lives, may make their highest contribution to the support of democracy and the economic strength of America. The bill specifically forbids federal control of schools. The funds would go to the state departments of education to be distributed in the manner in which each state would determine for itself. Funds would be apportioned on the basis of the number of children to be educated and the personal net incomes of the inhabitants of the state.

The National Education Association together with the state associations is mobilizing the profession for leadership in the effort to secure the passage of S.1313 in the present Congress. Many of the states have already developed an effective organization. Every state is urged to do so. Every teacher is asked to write at once to his Senators and to the Congressman from his district in support of this bill.

The extension of comparable educational opportunity to all children in our time is the supreme challenge of the teacher of today. The enemies of democracy have developed their human as well as their material resources. Its friends can do no less, if democracy is to survive in this present desperate struggle.

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WORLD BOOK COMPANY

149 New Montgomery Street San Francisco, Calif.

Western School News

Edited by MORRIS WAGNER

STATE BOARD MEETING ON CLOSING SCHOOLS TO AID HARVEST

The California State Board of Education held a special meeting September 1 at the Biltmore Hotel in Los Angeles to consider the proposition of whether by State Board edict to close the schools of the State so that the students could aid in getting in the various farm and orchard crops of the state the demand arising because of an acute farm labor shortage. The final decision was that schools are to be closed only at the discretion of local school boards. While a large number of persons representing city and county schools, the state education office, agriculture groups, civic organizations, war labor boards were present and discussed the proposition, there was virtually no disagreement in their viewpoints. No one advocated the closing of the schools of the entire state. What was favored was the privilege of individual school boards to close schools so that their local crops could be gathered and if their number of school days fell below the 170 days now mandatory before they could receive State A. D. A. money, they could not be deprived of this money because of that fact. The meeting under the guidance of Robert M. Dulin, President of the State Board of Education, considered all phases of the situation. Mr. Eugene T. Broderick, member of the State Board of Education from San Francisco, spoke on the implications of this demand for the closing of the schools from the farm groups. He suggested that as the war continues, demands upon youth labor will increase and other groups will be just as justified in demanding the closing of schools to aid in labor shortages, this in face of the fact of the government demanding more and more educational training for the war effort.

Dr. Curtis E. Warren, superintendent of the Santa Barbara City schools, member of the State Board, was appointed the chairman of a committee of 14 to make recommendations on the day's discussions. Their report was adopted at a night session. Recommendations unanimously accepted were (1) that the governing boards of local school districts have the prerogative of determining school calendars; (2) that in some cases of emergency, when the school code minimum of 170 days' attendance during the school year cannot be met, the local governing boards shall consult with the Agricultural War Board and the United States Employment Service and then make a formal request to the State Board of Education for approval of the action; (3) that the State board shall back up a proposal by the State Assembly allowing school attendance for those youths who volunteer for farm labor; (4) that the State Board shall lend moral support to the sending of youths from metropolitan areas into more sparsely populated rural districts needing farm labor badly. The program adopted was virtually that as advocated by Dr. Aubrey A. Douglass, Director of Secondary Education for the State of California, who for several weeks had been meeting with the agriculture interests and educators of the state getting a symposium of the situation and their recommendations.

The metropolitan attitude as enunciated by Arthur Gould, Deputy Superintendent of Los Angeles City Schools, was against the closing of the schools as a whole, because of the vast majority of city youth who were not capable or not willing to do farm labor. This past summer out of 100,000 high school students in Los Angeles only about 1,500 worked on the ranches. City school officials and community service groups were strong in their advocacy of proper supervision of city youth as to housing, feeding and recreation when on farm work.

DR. C. C. TRILLINGHAM HEADS COUNTY SCHOOLS

Dr. C. C. Trillingham was appointed to the position of County Superintendent of Schools by the Los Angeles County Board of Supervisors on July 21, culminating eleven years' valuable service to the Los Angeles city and county schools. Dr. Trillingham assumes his new duties with a background of ability, training and experience of the highest order. Prior to his appointment he had served effectively as the Assistant Superintendent in charge of the Secondary Division of the County Schools for a period of eight years, a rank which he achieved just a year after receiving his degree of Doctor of Education from the University of Southern California in 1933.

He also took an active part in the general administration of the County School Department during the last few years and at two different times served for several months as Acting County Superintendent during the illness and absence of the County Superintendent.

Not only has he pursued the regular duties in connection with his offices, but he has also been active in numerous educational organizations, and has had many articles published in educational magazines. He is the author of a guide to curriculum activities, *The Organization and Administration of Curriculum Programs,* a book which was selected for publication in 1934 by the University of Southern California chapter of Phi Delta Kappa, national honorary educational fraternity, as its book of the year. Dr. Trillingham is also the co-author of a handbook on the personal problems and the ideal development of the normal school boy or girl, entitled *Living Your Life.*

C. C. Trillingham

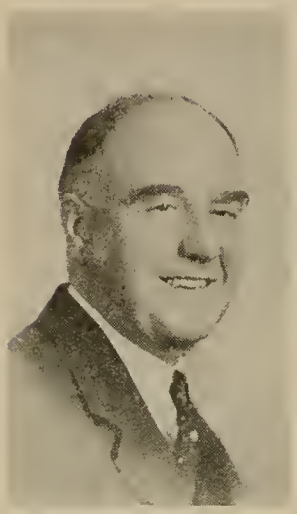
It was twelve years ago, in 1930, that Dr. Trillingham first came to California as a Fellow in Education at the University of Southern California. Most of his life previous to his coming to California was spent in Kansas, although Indiana was the state of his birth. His early education was received in Sawyer, Kansas, where he was graduated from high school at the age of fifteen. He received his Bachelor of Arts degree from Southwestern College in Winfield, Kansas, in 1921, and immediately accepted the position of instructor in mathematics and social studies in the high school at Cimarron, Kansas. His administrative experience in Kansas included service as Superintendent of Elementary and High Schools at Scott City and St. John, Kansas, from 1923 to 1930.

Dr. Trillingham's primary aim at the present time is to guide the activities of the County schools so that they may be helpful in the winning of the war, and in directing the thinking of today's students who must, tomorrow, win the peace.

NATIONAL INSTITUTE ON EDUCATION AND WAR

Executive secretaries and presidents of State Teachers Associations, state and city superintendents, and state heads of vocational training, together with representative business officials, were recently called to Washington, D. C., to a meeting titled "National Institute on Education and War." The purpose of the meeting was to discuss ways and means of adjusting the school program to the war program.

The meeting was called by John W. Studebaker, U. S. Commissioner of Education and War, and Paul V. McNutt, Federal Security Administrator, and was held at the University of America. Among Californians called to attend were Dr. Walter F. Dexter, Superintendent of Public Instruction; Vierling Kersey, Superintendent of Schools, Los Angeles; J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education and Chief of Bureau of Trade and



Roy W. Cloud

Industrial Education; and William R. Odell, Assistant Superintendent in charge of Senior High Schools and Adult Education, Oakland; John F. Brady, President, California Teachers Association and Chief Deputy Superintendent of Schools, San Francisco; and Roy W. Cloud, Executive Secretary of the California Teachers Association.

Since it is the Teachers Associations which usually do the work of keeping schools open at all costs, salaries adequate, and certification requirements as high as possible, calling their representatives to the Washington institute was a recognition of their strength and influence and the important work they can achieve during the war.

The California Teachers Association numbers an active membership of ninety per cent of the teachers of the state. Roy W. Cloud, Executive Secretary has held the important office of Executive Secretary since 1927. Through his leadership, wisdom, and tact he has been largely responsible for the success of the program of educational legislation which distinguishes California as one of the leading states of the nation in the training and standards of its teachers as well as their protection, and in its educational program.

Mrs. Grace M. Dreier of the Los Angeles Schools was recently appointed by Superintendent Vierling Kersey as Head Supervisor of Elementary Curriculum. She had been acting head for the past year while she was working on a new course of study for the elementary schools of the city. Mrs. Dreier comes to this position from the elementary principalship of the Seventy-fourth Street School where she has been principal for the past thirteen years. She is a Californian, born and raised in the Chino Valley and educated in the California Schools, graduating first from Los Angeles State Normal School in 1913. She taught two years in the elementary schools of Chino before entering the Los Angeles system in 1915 where she taught until 1918. At that time she was asked to assume the responsibilities of Junior Red Cross and War Activities for the Los Angeles City Schools. At the close of the war she was appointed to an elementary principalship. Her first work was that of organizing the new Leland School in Long Beach. She left the Leland after eight years to study at Pomona College, and upon her return to the Los Angeles System was made principal of the Seventy-fourth Street School where she remained until entering her present position in the field of curriculum and supervision.

Mrs. Dreier has studied at U. C. L. A. and the University of Southern California and received a degree of Bachelor of Science in Education from the latter institution in 1932. She is president of the Omega Chapter of Delta Kappa Gamma, national honorary fraternity in education and a member of Phi Kappa Phi, national honorary fraternity.

* * *

Superintendent Vierling Kersey, at a pre-opening school meeting of all Los Angeles high school principals, predicted that wartime public education will turn every high school into a preinduction training center and involve every child in the war-service program.

"We begin this new school year with the very keen realization that we are deep in a great war," he said. "We know that we cannot buy our way out. Production alone will not win. We must fight it out. Education is the backbone of training and this war is to be won on the training front . . . The war will be won by brains, knowledge, skills, teamwork, and coordination back of the fighting we are prepared to do. This is the training which our educational program can supply.

"Let us not forget that this war could be lost on the training front. Let us hasten to vow that so long as we persist, there shall be no possibility that the education and training front which is our responsibility shall be faulty. What the schools and all school workers must do is clear.

Vierling Kersey

Clarity and understanding will develop more and more as we come to know clearer the demands we must meet.

". . . We must realize that we are in a hurry. Time has not yet been on our side in this war. We must step up, we must dig in rather than spread out and wander about. Our way of living and our way of thinking are changing. They are going to change more. . . Every high school youth graduated during the next three years at least is destined to be drawn directly into military service or direct war-aid effort. Every school child will have a war-effort daily activity in every school and learning activity. . . Drive, effort, struggle, determination, will power, and conviction . . . these are the motivation words of this new year."

UNIVERSITY OF CALIFORNIA HOLDS THIRD ANNUAL READING CONFERENCE

By Roy E. Learned
Principal, Washington School, Sacramento

Undaunted by reports of a marked decrease in teacher attendance at Summer Session, and the last-minute withdrawal of several scheduled speakers, Dr. Luther C. Gilbert, Director of the Third Annual Reading Conference at the University of California, flung open the doors Monday morning, July 6, and was ready for business. He was happily surprised when the registration reached the hundred mark. Teachers, principals, and supervisors of both the elementary and secondary levels were there in force with reading problems to solve, evidence that better reading instruction is an urgent war-time need.

The program presented a versatile approach to reading with an appeal to those relatively new in the field as well as to veterans. Miss Ruby Minor, Supervisor of Elementary Education for the Berkeley Schools, in discussing "The Prevention of Reading Difficulties," outlined the basic essentials of a sound reading program. She stressed reading readiness at every level of the child's development.

Many who have known throughout all their professional lives the writings of Dr. Charles Judd, Dean Emeritus of the University of Chicago's School of Education, counted it a rare privilege to hear this great educator in person. They loved his geniality and rare sense of humor as he shared with them his deep understanding of the psychological aspects of reading.

Dr. Holland Roberts of Stanford University made a plea for a reading center in every school. He said in part: "This may be only a small, attractive room with testing material available where a few pupils may go each day for special help. Sometimes a classroom may be so decorated, and books arranged with reading appeal so strong, that this becomes the school's reading center. But, the most effective reading center exists in the thinking of the staff. It is an attitude of mind, a concept, and a way of living which permeates the whole school."

Dr. Luella Cole, whom many a teacher thanks for her intensely practical book, *The Improvement of Reading,* discussed a number of reading case studies taken out of her rich experience. She made it clear that there are few fixed rules for a successful remedial program in reading. Resourcefulness on the part of the teacher is the prime requisite.

Miss Margaret Girdner, Supervisor of Texts and Libraries, San Francisco Schools, presented the marks of a "good" library and librarian. Miss Girdner contended that the library must reflect the atmosphere of the curriculum; that its contents must be readily accessible to the children; and that oral reading and story telling by the librarian be an important offering to develop their standards of appreciation. "Above all," Miss Girdner affirmed, "the librarian must love children."

Howard Pease, the well-known author of books for youth of the teen age, set the group to creative short story writing, and the results, under his vivid tutelage, were truly amazing. With this background, so uniquely presented, it was not hard to grasp the factors, which Mr. Pease believes everyone, who selects books for children, should know. "Craftsmanship" is his number one criterion.

Miss Doris Gates, teacher, librarian and authoress, also presented a very clear analysis of the child's evaluation of books as she has learned it through broad experience.

"From a child's viewpoint," says Miss Gates, "a book must be exciting, free from unnecessary words, written in the third person, and must not be guilty of preaching."

Others who made significant contributions to the success of the conference were: Dr. Frank N. Freeman, Dean of the Department of Education, University of California; Mr. Eason Monroe, Instructor at Menlo High School and Junior College; Dr. Arthur E. Traxler, Associate Director, Education Records Bureau, New York City; Dr. Ivan R. Waterman, Editor of Publications, California State Department of Education; Dr. Robert W. Desmond, foreign news commentator and Professor of Journalism of the University of California, and Dr. Benjamin H. Lehman, Professor of English of the University of California; and Mrs. Luther C. Gilbert, wife and research associate of Conference Director Gilbert.

READING CONFERENCE UNIVERSITY OF SOUTHERN CALIFORNIA

A third annual reading conference was held by the School of Education of the University of Southern California on July 13 and 14. The conference was well attended in spite of the war conditions as approximately 1000 people enrolled for it, many of whom came from outside the state. Teachers feel that this conference renders a particular service because of its practical nature. A feature of its organization is a series of theory talks followed by demonstrations in which the techniques that have been discussed are shown. Children are brought into the auditorium for these demonstrations, and after they have been dismissed group discussion takes place immediately in terms of questions which the audience wishes to ask. Different groups of meetings are held simultaneously to accommodate the interest of teachers at different levels from the first grade reading readiness stage through the secondary school. Demonstration classes are held for all of these levels. The demonstrations are particularly convincing because the children participating are remedial reading cases which are taken from the elementary and secondary summer reading clinics held at the University.

Dr. Nila Banton Smith heads the reading conference. She came to the University of Southern California as Professor of Education in the fall of 1938, and as part of her work was asked to conduct an annual reading conference each summer. The increasing attendance attests to the special value teachers feel is secured in this type of discussion and demonstration in the reading field. Prior to coming to the University of Southern California, Dr. Smith had been at Indiana University for three years in the Department of Education, and before that from 1933-37 she was dean of the School of Education of Whittier College. Dr. Walter F. Dexter, State Superintendent of Public Instruction, who was then president of Whittier College, called her from Greensboro College (North Carolina) where she had been head of the Department of Education from 1932-1933 to come to Whittier for the purpose of unifying the program between Broadoaks and Whittier at the time that the Broadoaks School of Education was incorporated into Whittier College. She is the author of *American Reading Instruction, One Hundred Ways of Teaching Reading,* and *Reading Activities in the Primary Grades.* She is also the author of the Unit Activity Reading Series of which the first, second, third and sixth grade books have been adopted for use in California schools as state texts.

Library News

Edited by MABEL R. GILLIS, State Librarian

VICTORY GARDENS—FOOD FOR FREEDOM*

By Bessie B. Silverthorn
Librarian, Stanislaus County Library, Modesto

California does not trail any of the States in its conservation program. Its beautiful State parks, its protection of its wild life, its flowers, and even its wintering butterflies attest this fact. Pacific Grove posts an ordinance warning visitors not to molest the Monarch Butterflies that have wintered for over seventy-five years in its forests!

There are many cities in the state which are veritable Conservation Cities, and their lovely gardens, private and public, their magnificent trees, and preservation of historic customs, make them irresistible vacation points.

California is a beautiful State and worth fighting for! And Californians are already distinguishing themselves in our armed forces. Women on the home front are not lagging. Outside the home they are taking first aid instruction, meeting to sew and knit, doing canteen work, and as members of the Red Cross Motor Corps are on call with their cars as needed.

Within the home the housewife is doing her utmost to keep morale high. She is safeguarding the home against illness and danger, and she is giving constant thought to food for freedom. She is already feeling the shortages of things she has taken for granted so many years. Rationing of sugar calls for an about-face in cookery recipes. A time may come when tea, coffee and spices cannot be replenished.

The Spice Islands are temporarily "disconnected," and to realize how bereft we soon will be of our favorite condiments, one has only to read that delightful little book, bound in cinnamon and scented with clove, entitled, *Spice On The Wind,* by Irmengarde Eberle, with pictures by Richard Jones. Here is the romance of pepper from India, cloves from Zanzibar, nutmeg from Amboina, cinnamon from Ceylon, and many others.

America as a nation has never been hungry. We have never known famine. Europe has always been more or less hungry and knows the ways of frugality. Continental peasants have always made the most of their few foodstuffs. Much of the fame of French cooking rests on the ingenuity of its cooks. There are at least ten famous French sauces, while America has been designated as the country with one sauce! Italy has delighted the gourmet with its clever juggling of olive oil, garlic, tomato, cheese, saffron, in combination with its meager food resources.

The time has come for America to "pull in its belt." It can do this by following the good old New England admonition, "Use it up, Make it do, Go without," or more inspiringly, it can, "Plant, Make the most of what we have, Use substitutes, Be ingenious."

The home, or small-scale, gardener can plant vegetables among the flowers, having as example the charming flower-vegetable arrangements of Treasure Island. Vegetables need not be banished to the backyard around the outdoor fireplace or barbecue pit. There are many that can enhance the path to the front door.

Since we are retracing our steps in many ways back to the bicycle and cotton stocking period, why not to a bee hive and an herb garden — an herb garden for health, for pleasure, and for profit, such as our ancestors treasured?

We are so accustomed to tinned and packaged foods ready for immediate consumption that it is difficult to imagine the time when growing plants were scrutinized with an eye for food value, for medicine, for perfumes, for dyes. Welcome indeed was the traveler who brought back a new food plant or condiment.

William Shakespeare in his plays introduces us to herbs which are our legacy today. Esther Singleton's readable book, *The Shakespeare Garden,* has a chapter especially about these "Herbs of Grace" worth our study. Shakespeare Gardens in public parks have kept the traditions of herbs visual for us.

In a visit to Virginia's restored Williamsburg one of the most popular loitering places is the Blair Kitchen with its herb garden in diamond-shaped beds within brick walks. In Mrs. Helen Bullock's *Williamsburg Art of Cookery or Gentlewoman's Companion,* there is a table of favorite Williamsburg garden herbs and their uses.

Rosetta E. Clarkson has just published a new book, *Herbs: Their Culture and Use,* which will answer, probably, every question the gardener who plans to raise herbs for victory may ask. Mrs. Clarkson is the author of two other fascinating garden books, *Green Enchantment,* and *Magic Gardens: A Modern Chronicle of Herbs and Savory Seeds.* She writes from first hand experience, for on her Milford, Connecticut, farm she has over three hundred varieties of herbs.

"Savory seeds" themselves, as well as samplings of dried herbs, may be had by the impatient gardener in attractive little red tin "cabinets," with charts for their use, put up by Helen Clark Phillips of New York. These are especially useful to the novice as a method of identification by sight and smell.

Helen Lyman tells us that *Thirty Herbs Will Make An Herb Garden,* in a small but potent book, and proves it, complete with a packet of seeds. In another booklet she proves that *Ten Herbs Will Make A Kitchen Bouquet,* and gives sixty recipes showing how to use the herbs after you have harvested the crop in your garden, and attaches a packet of minced herbs ready for experiment.

Every really comprehensive book about herb growing contains herb recipes, for cooking herbs shares in the gardener's enthusiasm also. A capital new book devoted to *Herbs For The Kitchen,* is by Irma Goodrich Mazza, and was inspired by her Latin husband who did not like creamed macaroni and believed that olive oil could not be used too lavishly. Another equally mouth-watering book just out is *Magic In Herbs,* by Leonie De Sounin, whose childhood was spent in a country where herbs were cherished in castle and cottage alike. Mrs. De Sounin now conducts demonstration classes in Washington, D. C. Her account of her early life in Bohemia makes interesting reading. Her book is illustrated with photographs of herbs which make for easy identification. Cora L. Brown has suggestions for *Salads and Herbs,* which give an incentive for an herb garden.

How to plant the herb garden brings out a number of helpful books, and one authority on the subject is Frances A. Bardwell, whose book, *The Herb Garden,* is both practical and romantic with beautiful colored plates. *Gardening With Herbs For Flavor And Fragrance* is by another authority, Helen M. Fox, and a "must" book for the serious gardener.

Very practical is *The Food Garden,* by Edna Blair, with a fine chapter on herbs, how to plant, cultivate, and harvest them, with pictures by Laurence Blair.

That the U. S. Department of Agriculture believes herb growing is important at this time is shown by the reissue by Con-

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* Address for California Conservation Week, March 7-14, 1942, Oakdale Garden Club, Oakdale, California.

sumer's Counsel Division, Agricultural Marketing Administration, Washington, D. C., of the article, *Savory Or Aromatic Herbs In The Kitchen Garden,* by W. R. Beattie, which may be obtained free.

The hesitant gardener who already has ridden several hobbies in his garden can easily add herbs without damage to the garden plan. Rock gardens are hospitable to herbs, for rocks act as a curb on some too exuberant plants. Herbs that have their own idea about hours to open have been made into an herb clock, both novel and practical. There are other herbs that make good weather prophets for the gardener interested in meteorology. Bees and herbs have a natural affinity and may be fitted into gardens together. Mints love to border a stream and companion watercress.

Several authors have suggested a new use for old wagon wheels—fill the divisions with different herbs, the spokes keeping each plant from straying. Old ladders, past their prime upright, can be used as plots, prone. Even apartment dwellers can grow herbs in pots or window boxes. Our herb books contain scores of ideas for every taste and situation. Californians should be interested in *Edible Wild Plants,* by Oliver P. Medsger, since the ingenuity and resourcefulness of our pioneers in finding food in the wilds is a favorite legend. "Miner's Lettuce" seen along a country road reminds us of the days of '49, and we recall, too, the thistles cooked and eaten in emergencies, and the cactus tapped to quench thirst! We may want to find new crops by "taming" some of our wild, edible plants.

The problem of replenishing medicinal herbs formerly secured from abroad is challenging our botanical experts, who realize we must "grow our own." This problem is for the large-scale grower. However, there are medicinal herbs that may be grown in the home garden profitably.

In addition to books on this interesting subject of herbs, much attention is being given them in current periodicals. A selected list is appended and warmly recommended.

Periodical Articles Featuring Herbs

"Are you under the magic spell of herbs?" *American Home.* July, 1941, p. 46.

"Care and eating of herbs." *House Beautiful.* May, 1941, p. 52.

"Drug plants under cultivation." *Farmer's Bulletin* No. 663, June 5, 1915.

"Drugs and perfumes by the acre." *Popular Mechanics.* September, 1941, p. 89.

"Herb cookery and culinary herb chart." *Sunset.* April, 1942, p. 20.

"Herbs at your doorstep." *American Home.* May, 1942, p. 79.

"Herbs in a warring world." *Nature Magazine.* Aug.-Sept., 1941, p. 396.

"It's easy to grow your own seasoning herbs in the Victory Gardens." *House and Garden.* April, 1942, p. 48.

"Kitchen gardens popular again." *Sunset.* April, 1942, p. 40.

"Manhattan's medieval monastery gardens." *American Home,* June, 1939, p. 26, p. 114.

"She raises herbs." *House and Garden.* November, 1941, p. 77.

"What's cooking! herbs for variety." *Movie-Radio Guide.* February 14-20, 1942, p. 34.

"Herbs: war shortage of crucial drugs revives an industry in Great Smoky Mountains." *Life.* Oct. 27, 1942, p. 79.

"Herbs — new crop: supply problem created by Nazi is being solved for U. S. Industry by botanical experts and the farmer will profit." *Business Week.* April 1, 1941, p. 28.

"Vitamin Z stands for Zest: there's more than one spice to put this make-believe vitamin into your meals, war or no war." *Consumers' Guide.* April 15, 1942, p. 10. Includes chart for planting.

These persons and organizations can help you start herb gardening:

Helen Lyman, 52 Santa Clara Avenue, Oakland, California

Shop of Culinary Herbs, Lafayette, California

Herb Society of America, 300 Massachusetts Avenue, Boston, Mass.

The Cathedral Gardens, Mount Saint Albans, Washington, D. C.

Mrs. Rosetta E. Clarkson, Milford, Conn.

The Herb Farm, Chester, N. Y.

The Herb Garden, Huntington, Long Island, N. Y.

Weathered Oak Herb Farm, Bradley Hills, Bethesda, Md.

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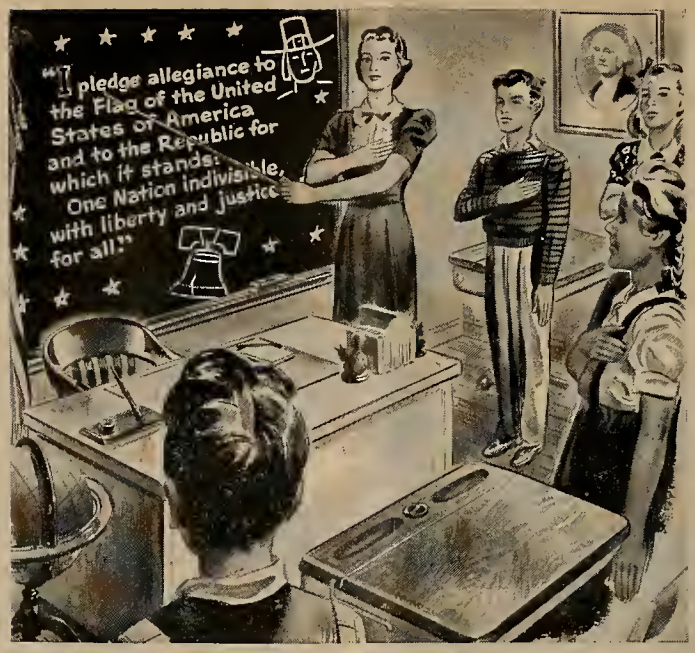
Book Reviews

From the Macmillan Company

The Macmillan Company has the distinction of being chosen by the Civil Aeronautics Administration to publish an Air Age Education Series to be used in pre-flight courses in secondary schools. The long list of titles in this valuable series cannot be given here, but may be obtained from the San Francisco office at 350 Mission Street. Heretofore instructional materials in the various subjects in a pre-flight training course have not been available. In order to be certain what should be studied in such a course, extensive research studies were made under the direction of the Civil Aeronautics Administration. Columbia University and the University of Nebraska were selected to carry on this work. As a result a series consisting of eleven texts (two of which are alternates), three manuals, and three teachers' books have been prepared by experts in the various fields. The Macmillan Company has been especially cooperative by bringing out the entire series in record time and at prices that will not upset the school budget.

As early as June, 1941, the Civil Aeronautics Administration had been pleading for the introduction of pre-flight courses in colleges, high schools, and elementary schools. After December 7, when the need for more aviators became apparent to everyone, the C. A. A. took active steps to determine what should be included in pre-flight courses. Since the C. A. A. itself had no appropriation for the production of printing textbooks commercial publishers were invited to bid for publishing and production of the books. Three requirements were made of bidders: one was ability to get the books published speedily, another was that the successful bidders should have an organization capable of giving wide and quick distribution to the printed materials, and a third requirement was willingness to put the books out at a very low cost. On July 10 the Macmillan Company was awarded the contract. During the summer months the Company has been very busy with promotion work on the new series, a difficult task when the schools were not in session. They have been aided materially, however, by the C. A. A. itself, which has educational consultants working over the entire United States. Dr. Frank W. Hart of the University of California covers California, Nevada, and Arizona, and Dr. Clark M. Frasier of Cheney, Washington, covers the northwest group of states.



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THEATER NEWS

Claudia, Rose Franken's enormously successful comedy, produced by John Golden, came into the Geary Theater, San Francisco, for two weeks. After the opening and the unstinted praise of the drama critics, which were all "raves," the attendance necessitated lengthening the run of the play but no further extension will be possible as *Claudia* has other booking commitments and will positively close its engagement (a total in all of 8 weeks) at the Geary with the Saturday matinee and night performances on September 26, and will not be seen in any other northern California city.

Miss Franken fashioned her play from episodes contained in her two Claudia novels: *Claudia* and *Claudia and David.* Both in the writing of the books and the play, her principal characters, David and Claudia Naughton, are real people, and the comedy is based on the every-day happenings in the lives of this typical American young married couple.

The company appearing in *Claudia* in San Francisco is the same as was seen throughout the long run in New York. Frances Starr is seen as Mrs. Brown, Claudia's mother. Donald Cook is David, the understanding husband; Dorothy McGuire plays the title role.

The Western Journal of Education.

Founded in 1895 by Harr Wagner

American Education Week—November 8-14

Support Senate Bill 1313

WILLARD E. GIVENS
Executive Secretary
National Education Association

EDUCATION FOR FREE MEN is the theme of the 22nd annual observance of American Education Week. This theme is most fitting at a time when the entire world is at war to determine whether freedom or tyranny shall prevail among men.

AS A SPECIAL OBSERVANCE of American Education Week we urge that all educators remember the significance of Senate Bill 1313, as explained by Willard E. Givens in the September issue of The Western Journal of Education, and that they take active steps to insure its passage. This Bill, providing equal educational opportunity in all the schools of the land, is now on the Senate Calendar. To make its passage a certainty educators must work to see that men who appreciate its importance are elected in November. The National Education Association together with state associations is mobilizing the profession for leadership in the effort to secure passage of S. 1313. The individual teacher is asked to write to his Senator and the Congressman from his district in support of the Bill.

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October, 1942

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THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made for themselves a real profession in California.

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Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

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The dues of California Teachers Association are $3 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

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JOHN F. Brady
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

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State Headquarters: 155 Sansome Street, San Francisco

The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Vol. XLVIII, No. 7 San Francisco October, 1942

Jottings of a Traveling Bookman

By W. M. CULP

The pattern of these war-times as exemplified by newspaper, book and radio during the last six months is all too evident as one travels from San Francisco east to the Mississippi River. The constant twenty-four-hour six-lane traffic on the San Francisco-Oakland Bay Bridge from the shipyards surrounding the Bay and from Mare Island at Vallejo turns night into day. Vallejo, formerly a sleepy little town on the Carquinez Straits, is bustling, overgrown with new housing many times, overshadowed by sausage balloons and at night gay with multi-colored lights of eateries huge and small (that is, they were agleam before the recent dim-out blacked out everything except some street lights). Everywhere the military. At Sacramento, Reno, Salt Lake City, the same bustle, airplanes overhead and army transports on the roads. Salt Lake City, of all the cities in the United States, is perhaps to the greatest extent inflated. Housing is at a premium. A new town for 70,000 munition workers is being erected in the neighborhood of Salt Lake City. Prices on everything are sky high and one wonders how even with the ceiling on wages one is able to subsist. New York City prices at their balmiest have little on Salt Lake City. And so on far east—Cheyenne, Wyoming, Greeley, Colorado, Sidney, Nebraska, Lincoln and Omaha, Nebraska, Des Moines and Davenport, Iowa. Everywhere subsidiary air field projects and men in training. And for two thousand miles a country groaning with the abundance of one of the greatest harvests in the history of the country. Wheat practically all in, but sugar beets, corn, potatoes, to be harvested and hogs, cattle, sheep, chickens needing care. The newspapers telling of threatened starvation and the land filled with produce waiting to be garnered and farm workers drafted or drifting to high wages in munition or war industry centers.

And in education it is famine or a feast. Some centers are overburdened with incoming pupils, others drained of pupil load on account of the shifting population to war industry areas. Men going to new positions in regions where there is no housing, taking their families with them against the advice of those who should know. Living in trailers and make-shift abodes. Schools called upon to take an increasing part in the war effort and at the same time losing men through draft and call of industry until it looks as if some systems will be almost one hundred per cent feminized. Schools everywhere continuing to put in new courses to aid in understanding our purpose in the war, and in training young men preliminary to their going into the armed services. Many states are laying plans to make it obligatory for those physically fit to do premilitary training in the eleventh and twelfth years of high school. The various drives for getting full support of all school people. The scrap metal drive, especially, has called for united effort of state, county and city superintendents and all of the school children of the land. This drive, heralded by an article in the *Saturday Evening Post* by Dr. John W. Studebaker, Commissioner, United States Office of Education, called for the marshaling of 30,000,000 soldiers of scrap for our New Third Front. Then, in the offing is the training of 6,500,000 high school pupils, with right to wear uniforms and insignia. At the same time the fundamentals of education of reading, writing and arithmetic are to be thoroughly implanted in all the youth of the land.

✓ ✓ ✓

The September 27 *Sunday Journal* and *Star of Lincoln*, Nebraska, had this neighborly comment concerning California upon its editorial page: "California's horn of plenty shows signs of being badly clogged. With the Japs in internment camps and many of the experienced harvesters in the armed services or in the war factories, reliance is being put on volunteers. In Los Angeles 40,000 high school students are putting in every day in the vineyards and orchards, but it is sometimes difficult to tell whether they eat more than they put into the baskets. Even convicts from the state prisons are being pressed into service, but the lack of experienced pickers is delaying harvest."

✓ ✓ ✓

The Associated Press out of Washington, D. C., September 26, carried this dispatch from facts released by the census bureau: "The census bureau reported today that a survey of 14 cities of more than half a million population showed residents of Los Angeles had the highest average number of school years completed. The study, based on the 1940 census, covers persons aged 25 and over. Among the population of Los Angeles, the average number of school years completed was 10.7, with 86.5 per cent completing seven years of grade school, 41.9 per cent completing four years of high school, and 7.2 per cent finishing four years of college."

✓ ✓ ✓

The Army Air Base, Lincoln, Nebraska, one of the largest in the country, carries every Sunday in the *Lincoln Sunday Journal and Star* four full pages of publicity regarding that base released by the Public Relations Office. It contains news stories of various types, feature articles, and photos and sketches. Educationally, it permits those interested in the base to glean all of their information from one section of the newspaper, something other newspapers could copy.

✓ ✓ ✓

James Rusk has been named acting superintendent of the National City, California, schools to supplant Fred Tonge, superintendent, who has been granted a year's leave of absence to take a special educational course at Stanford University. For the past five years Mr. Rusk has been principal of the Central School, National City. Previously, he has held administrative school positions in Colorado and

before coming to National City was principal of the elementary school at Delano, California.

✓ ✓ ✓

The national government is demanding an all-out nation-wide physical fitness program in our secondary schools. School systems are attempting to comply by establishing a required minimum of physical education activity. This though has for years been in the program of the majority of the school systems of the country. There is no desire to curb competitive athletics in order to make way for the increased program, but the fact that teams can not be carried by school bus to the locality of their opponents, and the fact that gas and tire rationing will curtail the attendance of school adherents, and the added fact that public transportation is not to be diverted to such movements of pupils and friends of the contesting teams, seems to place a damper upon such games that generally are at high pitch because of the incentive to win in sight of the home folks. Again the Army and Navy in the camps are stressing such combative sports as boxing and wrestling. Yet, there are many communities in which the public opinion is against training pupils in these arts of self-defense. The question of medical care and physical examinations of students is also to be considered. In large cities there are medical departments to function along these lines, but in small school systems they are nonexistent. But physical examinations should be made before youths are permitted to participate in events which develop basic skills, strength and stamina.

✓ ✓ ✓

Along this line of physical fitness the San Francisco Board of Education now has made it obligatory that every physically fit high school student in the city must before graduation have a certificate stating that he can swim and has passed adequate swimming tests. This was brought about by the sinking of several of our ships in battle near shore and great loss of life because the sailors could not swim to safety.

✓ ✓ ✓

Arbor Day is now April 22 and celebrated in many states, but few know that it was first observed April 10, 1872, and that J. Sterling Morton of Nebraska City, Nebraska, was its founder, and that the state of Nebraska honors this man as one of its foremost citizens. *J. Sterling Morton*, a biography, has just been published by the University of Nebraska Press ($3.50). The author is James C. Olson, born in Bradgate, Iowa, in 1916 and graduated from Morningside College in 1938, going then to the University of Nebraska where he took his master's degree in American history. He was awarded his doctor's degree this summer with this biography as his doctor's thesis, the youngest man so honored by the University of Nebraska. The biography is the result of research being done with the famous Morton collection of papers given in trust to the University of Nebraska and made possible by a fellowship given by Mark Morton, the only living son of J. Sterling Morton. This volume is more than a biography of Morton. It is a well-rounded historical perspective of Nebraska from 1854 to past the turn of the century. When Morton came to Nebraska in 1854 he found that land almost a treeless waste. Morton's fame comes from his vision of a better state for farms and homes. He gave the world a great idea—the idea of planting trees. He left it a state of fruit-bearing trees and shaded homes. Morton was a great man in his state politically in his day. His strongest ambition was to make the Democratic party in Nebraska strong and important. He was an advocate of free trade, against free coinage of silver and a crusader for the ideals of Democrats in a state that then was dominantly Republican. He was defeated the many times he ran for public office. He loved to campaign and was a spellbinder. He made many enemies but eventually rose high in the councils of his party in the state and in the nation. He became Secretary of Agriculture in President Cleveland's cabinet.

The sod was first broken on Morton's farm at the edge of Nebraska City in the early summer of 1855. From the beginning the planting of trees was a primary consideration and early Morton began to beautify the prairie land about his home with both fruit and forest trees and to experiment with various types and varieties to find those that would do the best in the climate and soil of Nebraska. This spot is now Arbor Lodge, a state park. A few years later Morton made a "Fruit Address" before the Horticulture Society at Lincoln. The date was January 4, 1872. A few hours later, at a meeting of the board of agriculture, he presented this resolution: "Resolved, that Wednesday, the tenth of April, 1872, be and the same is hereby especially set apart and consecrated for tree planting in the state of Nebraska and the state board of agriculture hereby name it Arbor Day, and to urge upon the people the vital importance of tree planting, hereby offer the special premium of one hundred dollars to the agricultural society of that county in Nebraska which shall, upon that day, plant properly the largest number of trees, and a farm library of $25 worth of books to that person who, on that day, shall plant properly in Nebraska the greatest number of trees." Thus Arbor Day was born.

✓ ✓ ✓

ALBANY, CALIFORNIA, nestling against the Berkeley wooded hills in a region so thickly populated and filled with beautiful homes that one can not see where Berkeley ends and Albany begins is almost purely a home community. Here for the past two years Paul C. Bryan has been superintendent of schools and has continued the fine school program that it has been the privilege of Albany pupils to experience during the past years. With an enrollment of approximately 2300 day pupils in two elementary schools, grades 1-7, and a junior-senior high school, 8-12, and an adult evening school of 3500, some 80 teachers carry on. Eugene Baker is principal of the Marin Avenue School, William G. Woolworth heads up the Cornell School, the junior-senior high school is under the guidance of Chas. A. Moore, and Robert G. Dennis is in charge of the adult school. One consolation to Superintendent Bryan is the fact that there can be little increase in enrollment this year because the town already has every house and room filled and the schools are already filled to capacity. With the trend of the times emphasis is being placed upon training of both children and adults to take their place in a war economy. Such courses as those in radio, shop, mechanics, electricity, pre-flight training, and business courses have been stressed. Mr. Bryan came to Albany after considerable experience as an administrator in the California schools. A Stanford graduate of 1924 and an M. A. of 1926, he has held teaching positions and principalships at such places as Willits and Tomales in northern California, and came to Albany after six years as superintendent of the Fort Bragg, California, schools. Albany finds itself with a filled teaching faculty due to the desirable living conditions in the town. Also, the fact of teacher tenure has had a stabilizing effect upon the movement of men teachers, who otherwise might have left Albany for more lucrative positions elsewhere.

Western School News

Edited by MORRIS WAGNER

ALAMEDA COUNTY INSTITUTE

Superintendent Edgar Muller called the two-day institute for Alameda County teachers in Hayward on October 2 and 3. The institute was held at the Bret Harte School in which Robert M. Reid, District Superintendent of Hayward Schools, has his offices. The Bret Harte School is at the edge of town located on a hill. Built in 1922 it is a beautiful and roomy building to which was recently added an open-air stadium, built this year and dedicated to Judge Jacob Harder who has been clerk of the board of trustees for over twenty years. In purchasing the twenty-six acre campus Judge Harder envisioned such a stadium in the encircling hill directly behind the school building. The stadium has a seating capacity of 4,000 people. Money for the project was supplied by W. P. A. and through a bond issue.

Mr. Reid, who has been district superintendent of the Hayward schools for the past 16 years, has always provided such excellent arrangements for the exhibit of books that the book publishers were out in force. Practically all of the new publications in the school field were on display. Arrangements were made giving teachers half-hour periods for the review of school books during the institute session.

The general theme of the two-day Institute was "Education for a War and a Post-War Economy with Implications for Both the Elementary and Secondary Fields." Both general and sectional meetings were featured each day.

At the opening general session, Dr. Frank Hart of the University of California gave an inspired address on "Education for the Air Age." His listeners were lifted to heights previously unknown to them and the speaker was greeted with ovation after ovation at the conclusion of the address.

Helen Heffernan's address on Inter-American Education was outstanding. It was delivered in the usual fine style of the speaker and brought to the teachers more than a challenge and an inspiration. Miss Heffernan stressed the point that cultural aliens can not be economic friends and good neighbors. Then she gave practical and definite suggestions as to what might be taught in both the elementary and high schools to improve friendly relations between the inter-American nations.

Frank Lindsay of the Department of Secondary Education conducted two very helpful sections for the high school teachers, choosing for his topic "How High Schools are Meeting War Demands."

In the elementary section, Mrs. Ethel Ward, Curriculum Coordinator, reviewed the instructional policy for 1942-1943. She stressed pleasure reading as a definite part of the curriculum and explained that much of the modern reading which children do should be classified as literature. She discussed the new fourth-grade book on California and said that it was bringing delight to both teachers and children. She emphasized the fine map work possible with the use of this text. She stated

Edgar Muller

that a new emphasis was being placed on locational geography. Children should know the globe and the relative positions of important places upon it. They must be taught concepts of distance and skill in map measurement.

Vocational implications of the new outline in social studies for seventh and eighth grades were emphasized as was also the orientation unit on "Our High School." The newest departure in the year's program was the new health program, set up by the County Health and Curriculum Departments. Features of the program are the new health books and the seasonal health outlines. In the absence of playground directors, Mrs. Ward said teachers were going to have to assume this responsibility and suggested they begin studying physical education helps in order to facilitate this.

Superintendent Muller followed Mrs. Ward with a subtle and amusing talk on the language art program. Through concrete examples of children's expressions he brought out the point that language may be taught with every experience in the classroom and that children will express themselves in terms of their interests if given opportunity to do so.

Dean Kefauver and Dr. I. James Quillen of Stanford, working together, conducted a general session and sectional meetings for both high and elementary groups. Their general theme was "Education for Victory."

Dr. Quillen gave a masterly analysis of the different social patterns of living which have led up to the present war. He emphasized America's part in this picture and stressed the necessity of American citizenry accepting more direction during the emergency in order to preserve a more worthwhile freedom. This was followed by an elementary section in which he explained the changes in family life which are being brought about by new social conditions.

Dean Kefauver gave excellent help to the high school teachers in his address on "Vocational Guidance in War Time." The final address featuring both Stanford speakers was "Education for the Post-War World." This was a most inspiring and yet practical address, stressing as it did the different areas in which schools should be striving to educate tomorrow's citizens for a different world.

Miss Vibella Martin of the University High School gave an interesting report on secondary problems encountered in the summer workshop conducted at the high school under the auspices of the University of California.

Jewel Gardiner has returned to her position as Librarian, Professional Library, Sacramento, after being in Washington since March 1, 1942. Miss Gardiner worked on the Latin American exhibits which were sponsored by the U. S. Office of Education and the Office of the Coordinator of Inter-American Affairs. The work consisted of reviewing suitable books for inclusion in the exhibits, the assembling of appropriate realia, etc. In addition to the work on exhibits, three bibliographies were compiled by the professional staff. One is a list of books for children on Latin America entitled *Our Neighbor Republics*. Another is an art bibliography pertaining to Latin America, the third, entitled *Industries, Products and Transportation in our Neighbor Republic*, was compiled by Miss Gardiner and Jean Gardiner Smith of Minneapolis. The bibliographies will probably be available this fall through the Library Service Division.

CALIFORNIA SCHOOL TRUSTEES HOLD TWELFTH ANNUAL CONVENTION

Convening at the Biltmore Hotel in Los Angeles on September 24, 25 and 26, several hundred members of the California School Trustees Association met to study urgent problems and new responsibilities occasioned by war conditions. Every convention event held closely to this study, and as representatives from schoolboards in every part of the state studied with administrators and university representatives, new avenues toward the solution of problems were developed.

The theme of the convention was—*United We Stand—For Education; For Victory; For Service; For Health—To Win the Peace.*

Delegates were called together for the first general session by four Boy Scouts in uniform who gave the Bugle Call, led in Pledge of Allegiance and in singing the National Anthem, preceding the inspirational message and invocation by Rev. James W. Fifield, Pastor of First Congregational Church of Los Angeles. Dr. Fifield eloquently pleaded for a recognition by all school officials of spiritual values and increased effort to instill in the minds of youth high standards for moral living.

Dr. Vierling Kersey, Superintendent of Los Angeles City Schools, and Dr. C. C. Trillingham, Superintendent of County Schools in Los Angeles, added emphasis to the need for greater attention through the avenues of school contacts to spiritual and moral development of the youth of our state and dwelt on such problems as the basic fundamentals and responsibility for maintaining a broad and adequate program in these days of war and strain.

Mrs. I. E. Porter, Executive Officer of the Association, outlined activities in which the Association had been interested during the past year, including the annual meeting of the National Counsel of State Schoolboard Associations in February during the A. A. S. A. Convention in San Francisco. The National Counsel offers the only channel through which members of other State Schoolboard Associations can be contacted in an effort to create and sustain nationwide interest in the solution of such problems as (1) the part stuudent labor should play in agricultural fields; (2) length of the school term—that it be not dangerously shortened; (3) the necessity for deferment of irreplaceable certificated and non-certificated school employees if schools are to be maintained on a basis acceptable to education—the public and the Government as represented by the Army, Navy, and Air Force. This latter problem may well include necessary salary adjustments—pupil transportation—and adequate and acceptable vocational and educational training for young people.

In closing Mrs. Porter said that many schoolboard members recognized the immediate need of increased effort to stem the rising rate of delinquency among youth, and recommended as a possible remedy the expansion of home-making and health programs in secondary schools to include such subjects as training for marriage—care in handling of infants and small children, with emphasis on the value of high ideals and moral standards.

The annual address of the President was delivered by Mr. Tincher who discussed activities of his office under the topic "United We Stand for Education."

Mrs. I. E. Porter

Mr. Tincher said that the fundamental purposes of the Trustees Association were to protect, maintain and advance free education in California, and demonstrated the value of a united effort on the part of all schoolboard members to develop strength and unity in the Association for effective service from year to year. Commenting on the vast size of the State of California with its multitudinous interests, industries and products, Mr. Tincher noted that approximately ten thousand school trustees stand guardian over these institutions. It is apparent, therefore, that a state organization which seeks to serve this far-flung field must be virile, aggressive and representative. Its geographic size alone proves that the field cannot be adequately served unless the machinery of organization is adequately perfected.

A session of unusual general interest was one evening meeting devoted to the study and discussion of the tenure law. Representatives from administrators, teachers, principals and schoolboards were present to present various viewpoints on the present law and to discuss its possible amendment so that it may be more generally effective and acceptable.

Dr. O. R. Hull of U. S. C. and Mr. Beach Vasey, Deputy County Counsel of Los Angeles County, discussed legal restrictions of the law. Opportunity was afforded for general discussion. Later in the Convention, action was taken looking toward amendments to methods of dismissal set forth in the present law.

Several hundred people enjoyed a luncheon meeting featuring Dr. Theodore Chen, noted Chinese educator at present on the faculty of the University of Southern California, using as his subject "United We Stand for Victory." Dr. Chen gave his audience a masterly analysis of the motives underlying Oriental action; the materialistic attitude and universal greed of Japan was contrasted to the interest in culture, women's rights, development of character and democratic freedom in the rise of the Chinese Republic. He graphically described Japan's recent rise to power and emphasized the fact that Japan is no disciple of Hitler but that its aggression dated long before Hitler's rise to power. In closing, Dr. Chen expressed as his belief that Americans are world leaders and that they will not shirk this leadership, but will accept it with farsighted vision and courage.

Dr. Louise Hector, first vice president of the Association, developed the theme "United We Stand for Health," citing many phases of school activities depending directly upon health teaching for their success. She presented the following speakers to supplement her own observations: Mr. Verne Landreth, Chief, Department of Physical Education; Dr. Lillian B. Hill, Chief of Division, Mental Hygiene, and Dr. Walter V. Goodfellow, widely known surgeon and specialist in Hollywood who outlined preventive measures which would be helpful in promoting school health.

At a noon luncheon of Board members as well as administrators, study of the serious problems of delinquency brought forth spirited discussion from many sources, and resulted in the adoption of a resolution for presentation to the Superintendents Association.

The convention was replete with discussions devoted to the study of new problems and responsibilities brought about by war conditions and closed with a national broadcast by Mrs. Porter, Dr. C. C. Trillingham, Dr. V. E. Dickson, and Mr. Eugene Tincher on "Education and War Emergencies."

CONFERENCE ON ELEMENTARY SCHOOL SUPERVISION, U. C. L. A.

Two hundred teachers, principals, and supervisors enrolled for a three-weeks' conference on elementary school supervision at the University of California at Los Angeles, July 20-August 7. The program was carried on under the direction of Miss Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education. A wide variety of types of activities were provided for the participants. Morning sessions centered around the program of observation in the University Elementary School. Members of the conference were given opportunity to observe the work of a carefully selected group of teachers including Mrs. Thelma Pierce, Nursery School; Mrs. Yetta Irwin, Kindergarten; Mrs. Lily Kompaniez, First Grade; Mrs. Emilie I. Jones, Second Grade; Miss Mary Beck, Third Grade; Miss Marjorie Fox, Fourth Grade; Miss Mildred Frazee, Fifth Grade; Mrs. Mildred Gamero, Sixth Grade; Mr. George Geiger, Seventh and Eighth Grades; and Mrs. Sarah Alpenalp, Multigraded Group. Following a two-hour observation period, a critique was held in which student supervisors held an individual conference with the teacher who had been observed. The work of the supervisor was then evaluated by an expert in the particular field. An open forum discussion clarified points in the teaching or supervision which were of interest to the participants.

The afternoon sessions were devoted to general sessions; group discussions; examination of visual education materials; and workshop sessions. Among the speakers at the general sessions were Dr. May V. Seagoe, Assistant Professor of Education, Mrs. Sybil Richardson, Counselor, University Elementary School, Dean Edwin A. Lee, School of Education, Dr. Malbone W. Graham, Professor of Political Science, Mrs. Ida Abramovitch, Assistant in Art, and Miss Corinne A. Seeds, Principal, University Elementary School, all of the Summer Session staff of the University. Miss Delia Goetz and Miss Florence Hall were general session speakers provided through the courtesy of the Office of the Coordinator of Inter-American Affairs, Washington, D. C. Dr. Lydia Sischer, Psychiatrist, spoke on the subject "What it Means to be an Adult."

Much attention was devoted to developing competency in utilizing the discussion method of solving educational problems. It was pointed out that the discussion method is closely related to our expanding concept of democratic procedure. The democratic mode of living rests upon collective thinking. The school has a large part to play in making democracy function. We learn to be democratic by seeking to master democratic techniques in all situations. The group discussion is an instrument for bringing people together for the consideration of common problems and for the development through such contacts of that sense of cooperation and tolerance essential to the solution of such problems as well as for the inculcation of the habit of suspending judgment on issues until all the facts are weighed.

A syllabus was provided for the members of the conference in which some thirty problem situations which might be confronted in school supervision were clearly defined. Small groups were then organized and given a specific technique for group discussion in which ample opportunity was provided for practice. The consensus of opinion at the end of the conference was that this procedure not only gave supervisors many specific suggestions concerning common problems but equipped them with a procedure which would make the solution of educational problems a democratic experience for all persons involved in its discussion.

An hour was set aside each day for the viewing of visual education materials obtained from many sources. Many of these materials were associated with the work on Inter-American Education which was a part of the conference program. Among the experiences with visual education materials which proved most interesting was a visit to the Walt Disney Studio in Burbank where Mr. Disney personally presented some of the materials now being prepared for use by the government in training persons for military service.

Six sessions of two hours each were devoted to four workshops which were in session simultaneously. Mrs. Lillian Mohr Fox, Supervisor of Elementary School Music in Pasadena, conducted Workshop I on Creative Music in the Elementary School; Mrs. Ida Abramovich, of the Art Department, University of California conducted Workshop II on Creative Art in the Elementary School; Miss Corinne A. Seeds, Principal, University Elementary School conducted Workshop III on Guiding Teachers in Planning Areas of Experience in the Social Studies; Miss Helen Heffernan, Chief, Division of Elementary Education, conducted Workshop IV on Providing for Inter-American Education in the Elementary School Program.

ASSOCIATION FOR CHILDHOOD EDUCATION WILL MEET

Convention plans for the California Association for Childhood Education meeting in San Francisco, November 27-28, are well under way with an executive host committee of twenty-seven members serving with Mrs. Muriel Johansen, general chairman.

"We are having our convention headquarters in the Fairmont Hotel, California and Mason Streets," Mrs. Johansen said, "and plans call for both educational and commercial exhibits at headquarters.

"Our sub-committee arrangement is, we feel, very complete and includes such items as transportation, housing, civic contacts, tours, program, printing, exhibits, special interests, meals, music and entertainment, nursery schools, workshop, hospitality, publicity and so on.

"Mrs. Kathryn Brazill and Mrs. Irene Kelly, heading the Transportation and Housing Committees, respectively, are using every opportunity to stress the importance of making transportation and housing reservations as far in advance of the meeting as is possible. It is not unpatriotic to attend a convention such as ours —rather the unpatriotic thing is to make no effort to take part in this exceedingly important activity in the functioning of any democracy. On the other hand, we must give every assistance to those agencies whose war program makes our cooperation doubly required at this time."

Members of the executive host committee are Miss Bertha Roberts, honorary chairman and advisor; Dr. Lois Meek Stolz and Miss Esther Lipp, advisors; Mrs. Neva Hollister, state president; Mrs. Irma Potter, president of A. C. E. in San Francisco; Etta Tessmer, Mrs. Elizabeth Kennedy, Mrs. Ethel Roth, Marion Dunbar, Mrs. Belle McIntyre, Clarice Dechent, Mrs. Kathryn Brazill, Mrs. Irene Kelly, Mrs. Edith Bacon, Mrs. Mary Regan, Katherine Cox, Edith Van Orden, Mrs. Alice Schanedling, Mrs. Alta Harris, Mrs. Edith Wilson, Mrs. Florence Calley, Mrs. Mildred Springer, Della Neagle, Lorraine Walsh, Jeane Brown, and Mrs. Emma Plank, according to announcement received from Mrs. Johansen.

A Heritage of Freedom

By Helen Heffernan, *Chief*
Division of Elementary Education
California State Department of Education

The theme of American Education Week this year is appropriately "Education for Free Men." In a world where freedom is challenged it is well to direct attention to what schools can do to insure a citizenry able to understand what freedom means and willing to make any sacrifice to preserve it.

The first responsibility of the school is to develop understanding and appreciation of the great spiritual and ethical elements which are intrinsic in our culture. An understanding of the great periods and events in our history will help our children to realize how our roots are nourished in democratic traditions. The story of the sturdy colonists courageously building a new home for religious freedom on an inhospitable shore is a part of our heritage. The dream of political rights which led to the great American Revolution—not an isolated phenomenon involving the thirteen original colonies but a great hemispheric impulse which did not end until every one of the American republics had freed itself from European domination—is a part of our heritage. Human freedom has always been the cherished goal of the New World.

The heroic epic of our westward movement—the story of a hundred years in which our population grew from ten to 120 millions, in which we expanded our living area from ocean to ocean, exploited our tremendous natural resources and became a great industrial nation—fires the imagination. It demonstrates unmistakably the great ability of free men to organize and produce.

And who were these free men who came to inhabit the western world? They were folk from all parts of the world attracted by the lodestar of freedom. Freedom to live in a society in which no class system had developed, opportunity to enjoy the "four freedoms," the privilege of holding their own views in a hospitable and tolerant environment, these were the stars of attraction.

The school must help children to realize that in democracy lies our greatest hope of maintaining and extending freedom. Such a conviction cannot result from verbalistic ritual. Loyalty to democratic principles can develop only as children are led to see the unique values of democracy as a way of life. To the extent that every classroom exemplifies the democratic way of life in the quality of living which goes on there, to that extent and to no greater, may we expect complete acceptance of democracy by children.

What is a democratic teaching situation? It is one that provides opportunity for cooperative action in the achievement of worthwhile purposes. It is one where each individual is valued as a person and where his welfare is the concern of the group. It is one where each contributes to the common purposes in accordance with his ability. It is one in which the methods of discussion, free inquiry, experimentation are valued above mere memoriter learning. It is one in which problems which concern community, national, and human welfare can be discussed and all sides objectively evaluated. It is one in which children may grow in understanding that all freedom carries with it personal responsibility.

Helen Heffernan

The school must help children to develop faith in democratic leadership. Democracy inevitably depends upon confidence. In the democratic matrix of the classroom, children must be helped to develop confidence in their associates. Correlatively, in a democracy persons must be helped to develop the qualities that merit confidence. Progress in government is greatly impeded because of lack of confidence. The school has a great task in selecting able individuals and in giving them appropriate training for leadership. When leadership in government is adequately trained and placed upon a professional basis, the problem of establishing that confidence upon which progress in a democracy depends will be partially solved. The quality of service rendered by such professionally trained personnel will determine the further growth in feelings of confidence.

At the present time, the schools are greatly challenged to examine the content of experiences provided for children with the question in mind "Are the areas of experience explored those likely to prove most helpful in building basic understandings necessary in the postwar world?" Not only must children understand what is best for our own welfare but they must come to understand how inextricably interwoven with that of all the people of the world are considerations of our welfare. Are the experiences being provided for children those designed to help them in dealing with problems of human welfare and social progress on an international basis? Is there enough emphasis in our educational programs on the problems of the other Americas? Are we building the basic understandings which will help our children cope with the problems of the Orient?

The time for living intensely within the national scene is past. The United States will occupy a place of profound influence in world affairs in the future. It is of the greatest importance that the schools recognize this future and plan to meet it with deliberate purpose. Increased knowledge of other cultures of the world will provide a sound basis for meeting the inevitable problems which confront us as a people.

Because changing conditions make the task of education of free men so much larger than it has ever been before, education must seek new methods to make experiences realistic to children. Our government has recognized the effectiveness of motion pictures in teaching our armed forces the new skills and knowledge essential for the successful conduct of the war. Famous studios have been taken over by the government and are busy producing instructional materials to meet these important demands. One need not be prophetic to anticipate an enormous extension of the use of motion pictures in education after the war. Textbooks will probably be accompanied by suitable audio-visual materials to extend the experience of children as only these sensory aids to learning can. But while educators anticipate tremendous development in the production of newer types of materials, much which is now available should receive increased use. Such pictures as those produced by the United States Department of Agriculture, *The River, The Plow That Broke the Plain, A Heritage*

We Guard, and *Salt of the Earth* present problems which concern the present and future welfare of our people. Many excellent radio programs are pointing the way to a time when radio will be an instrument of education as important as books. In the light of the influence of these agencies in contemporary life who will doubt the importance of training children in speaking and listening as much as in reading and writing?

War-time need can be a great stimulus to the development of education. Care which is essential for the safety and well being of children is more easily achieved under the impetus of war. But war time is also a time of danger for the constructive institutions of society. In every failure of society to meet conditions which could not have been anticipated lies an opportunity for heaping criticism upon the school. The widespread feeling of insecurity which inevitably prevails during a time of tension makes people look with nostalgic eyes back to days which seemed happier in the rosy haze of distance.

But those who would exaggerate any real or imagined weakness are seldom willing to look upon the undoubted strength we have as a people. Evidences of our strength are apparent to the clear-eyed in the morale of the young men in our armed forces, and in the fortitude of those who remain at home, the courage with which our people attack new tasks; the spirit of self-sacrifice and loyalty in the lives of millions of people. All these are the products of our schools. To our great strengths, our ability to cooperate, to organize for new endeavors, to produce enough for our needs and the needs of our allies, our tolerance, our ideal of fair play, our faith in the four freedoms, the schools have made consistent contributions. No other institution of American life has reached the lives of all of our people. The quality of our people is the measure of our schools.

S. F. CHRONICLE CHILDREN'S BOOK WEEK NUMBER

For Children's Book Week, November 15 to 21, the *San Francisco Chronicle* will publish its annual Children's Book Week Number, edited as in the past by Margaret Girdner, Supervisor, Bureau of Texts and Libraries, San Francisco Public Schools.

Northern California children's librarians, as always, will work with Miss Girdner as contributing reviewers, and Miss Girdner's own Check List will be a leading feature of the issue.

The Chronicle's purpose in this issue, each year, is to make it of increasing value to the general reader in Northern California as well as to the library, school, and school library. Copies of the issue, with Miss Girdner's Check List for Christmas Buying, will be distributed to schools, school libraries, public libraries, Parent-Teacher Associations and others who can make good use of it. No charge is made for this service.

Started as a special yearly edition six years ago, this annual Children's Book Week issue has grown to the point where it is the largest single editorial coverage of children's books anywhere in the United States outside of New York. A feature of this year's issue will be a leading article on children's books having to do with Latin-America.

DR. BAXTER ATTENDS THE NATIONAL CAMP FIRE MEETING

Dr. Bernice Baxter, Coordinator of Instruction, Oakland city schools, attended the annual meeting of the National Council of Camp Fire Girls,

Dr. Bernice Baxter

held in New York City, October 10. Dr. Baxter led the discussion on "Program Trends in the War Emergency," and participated in a nation-wide broadcast of the Columbia system in which a Camp Fire Girl of New York presented the viewpoint of American youth in contrast to conditions under which European youth live, as suggested by Madam Tabouis, author of *They Called Me Cassandra* and publisher of a Free French newspaper in New York. Dr. Baxter was elected to the National Board of Directors of Camp Fire and to the Executive Committee of the National Board. While in New York she made plans for two district meetings for Camp Fire District V, comprising California, Arizona and Nevada. The first of these meetings will be held in Los Angeles and the second in San Francisco. Both will take place during the month of November. Dr. Baxter is chairman of District V.

Captain Gill Robb Wilson, President of the National Aeronautics Association since 1940, was the speaker at a luncheon meeting of the National Council. He pointed out to the Camp Fire audience the relative cost of transportation of freight by railroad and by air, indicating that the lower cost per ton mile made air transportation an inevitable development. Captain Wilson stressed the necessity for adults who are working with youth to become air-conscious and air-minded. Through numerous illustrations he made clear that the whole world was on the frontier of great changes which would be brought about by aeronautics. He said that in his opinion if adults were to retain the privilege of guiding youth they would have to make deliberate effort to comprehend the import on life of these tremendous changes. Captain Wilson dramatically presented the allies as now valiantly fighting against the over-powering imagination which Germany and Japan early exhibited in their willingness to trust untried forces against what seemed overwhelming odds. He said that he was gratified to know that Camp Fire was alert to the possibilities and demands which were ahead and that Camp Fire was taking positive steps to prepare its membership for the future.

The National Camp Fire Council meeting which was attended by representatives from various communities in the United States indicated that Camp Fire is uniting nationwide in support of the efforts of the Office of Civilian Defense. Camp Fire is cooperating completely with the Victory Program of the United States Office of Education as are all other organized youth agencies. Staff members of Camp Fire have been in continuous conference with those in Washington who are working on the details for youth participation in the war effort.

ORVILLE GOLDNER, who worked with Dorothy Warnes Reilly in the preparation of the *Jim and Jo Ann Stories* and who took the photographs with which the books are illustrated, is now with the Training Films Unit, Bureau of Aeronautics, Navy Department, Washington, D. C.

Library News

Edited by MABEL R. GILLIS, State Librarian

The following article, which describes fully one library's excellent service to children both in and out of school, is offered in connection with the annual celebration of Education Week, November 8 to 14, and Children's Book Week, November 15 to 21. It seems to me particularly appropriate for both events.—Ed.

LIBRARY SERVICE TO CHILDREN OF KERN COUNTY

By IRENE BRANHAM, *Supervisor, Work with Children, Kern County Free Library, Bakersfield*

The story of library service to the children of Kern County is probably typical of county library service in many parts of our country, although each county differs somewhat according to its size, physical features, and the background of the children.

Even in our county there is diversity in methods of bringing children and books together and in reading interests of our borrowers. Kern County's 8,000 square miles are composed of 25 per cent desert, 42 per cent mountains, and 33 per cent valleys. On the Mojave desert are found mines, ranches, chemical plants and railroad terminals. In the mountains are cattle ranches, fruit and potato ranches, and summer resorts. The valleys and foothills are dotted with many oil fields, Kern's largest industry. Rich agricultural land is used principally for raising cotton, potatoes, grapes, fruit, and alfalfa. Bakersfield, the county seat, located in the center of the valley, is the hub of all these varied activities. Of the entire population of 141,000, 50 per cent is located in Greater Bakersfield, the other half in small rural communities or scattered over the vast stretches of mountain, desert or valley.

There are 15 community branch libraries, each with its children's room or children's corner, six of them in charge of trained librarians. These branches have basic book collections which are supplemented each month by new books. Service to the children in these communities is much the same as in any small library of comparable size. When the branch is located near the school, classes come regularly to the library during school hours to draw books, look up reference material or browse among the books for a free reading period. This gives rural children who cannot get to town except by school bus an opportunity to know and use their library. Book talks, stories, and instruction in use of the library are given throughout the year by the local librarian or by a children's librarian from headquarters. Where the distance makes regular class visits impractical, books are sent by the branch librarian to the school and loaned to the children by the teacher. Most of these schools send classes to the library at least once during the year so they may become acquainted with its use. Thus, libraries become a part of the child's community life. During summer vacations, those who live within the community or have transportation facilities continue their reading, often joining the vacation reading clubs planned and carried out by the librarian.

Attractive library rooms have been included in some of our newer county school buildings. The county library furnishes the books and the librarian. The branch is open at least one evening a week to adults and one or two days a week during the school hours to children.

Smaller communities which do not have branch buildings find their books in store, post office or home. One such home branch is located in an isolated spot on an oil lease. The woman in charge is a discriminating reader herself, and takes a personal interest in all children who come for books. She has often made trips to headquarters to talk over the reading problems of certain children or has written in for suggestions. One borrower was a boy who had read everything available on electricity and chemistry until he was ready for books from the adult collection. One girl liked home stories and was led by this librarian from Louisa Alcott to such books as *The Diary of Selma Lagerlof.*

Many of our rural schools are located in thinly populated areas where all children come to school by bus. In September, a collection of recreational reading is sent to every school not served by a branch library. In some cases, each school teacher has a classroom collection. In some of the larger schools, all books are charged to a teacher librarian, who, in turn, charges them to the children. In other schools, lower grade teachers have classroom collections and all upper grade books are in one collection. In the large schools, the plan of one collection, at least for the four upper grades, works best because it gives the children with different reading levels more books to draw from. Before we acquired a bookmobile for regular school visits these books were often kept the entire semester or year by some teachers, and children lost interest in the static collection. Some teachers did exchange them several times a year, asking also for special titles requested by the children. The children's librarian from headquarters visited the schools and talked to the children about books and their hobbies and interests. Information gained on these visits was especially helpful in making selections for the one-room schools.

Need was felt, however, for bringing the books and children together at frequent intervals in order that someone who knew the content of the books could help the children make their own selections. A bookmobile seemed to be the logical answer, and so two years ago it was introduced to the children of Kern County. For two years it has received enthusiastic response from children and teachers, especially in the small or isolated schools, but this year it is stored due to rubber shortage. However, as it proved so successful and as it will be in use again as soon as tires are available, a description of its use is the logical one for our direct school service.

The Bookmobile is a commercial sedan with outside book shelves, enclosed in glass doors. Inside are two movable book cases which may be pulled out on rollers to make the books accessible. It holds about a thousand books. For each trip, one side of the truck is filled with supplementary texts from the school department of the library, and the other half with recreational reading from the children's department. A staff member from each department goes out on every trip. While teachers choose supplementary reading with the aid of the school librarian, the children's librarian helps the boys and girls select pleasure reading. In some schools, the teacher prefers to select both types of reading. In large schools a committee of children from each room exchanges the books. In a small school each child has a choice. The attractive books, standing row on row, are as near as many of these children have ever come to a library and often they express wonder at seeing so many books together. One little boy was so thrilled he asked the librarian to stop down the road where he lived that his mother might get a book, as "she liked to read, too."

There is a large school at the Arvin

Federal Migratory Camp. Here we always receive a royal welcome. Sympathetic teachers have widened horizons for these children and, in spite of the tremendous turnover of pupils, have completed most interesting units of study. One fifth grade teacher always brings her children out to choose books. While she is looking over the supplementary books, they take possession of the other side of the truck. So interested are they in their units of work that they often find books which they eagerly show her because they are "just what we are studying about." They have learned that their traveling library supplies reading for both information and pleasure. In order to have enough books to meet the demand at each school, every room is limited to the number of books they return. One day when this particular group had received their quota, a little tow-headed boy spied Daugherty's *Daniel Boone*. He looked inside the book, called some friends to him, and sat on the ground, oblivious to surroundings, buried in its pages. The librarian charged the book to his room and was rewarded for making this exception to the rule by seeing the happy expression on his face as he went back into the building with it tucked securely under his arm.

Children in the same school liked *Blue Willow* by Doris Gates, the story of a little migrant girl whose family followed the crops from place to place. One little girl wrote of it, "The only difference between Janey and us is that she found a real home and we didn't."

Eighty miles northwest of Bakersfield, a one-room school stands in the midst of flax fields which stretch out toward the foothills. Most of the children are negro or Mexican; a few, white. The usual requests there are for humorous stories or dog and horse stories. But on one visit we were surprised by the request of an eighth grade girl who wanted *David Copperfield* as she was trying to read as many classics as she could. A large collection such as we are able to carry on the bookmobile makes it possible to meet these unexpected requests or give a substitute that is appropriate until the special request may be filled by mail.

Winding slowly 60 miles up Kern Canyon, the bookmobile draws up to a very modern three-room school in the picturesque mountain town of Kernville. The children here are great readers. Their environment, of course, colors their reading tastes. Cattle ranches cover the floor of the mountain valley; the scenery is rugged and beautiful. Movie street, a block of old ramshackle building fronts made to look like a small western town, ends at the back of the school yard. Here pupils come at recess and after school to look through the fence at the fascinating process of the filming of a *Hop-a-long Cassidy* picture or something equally exciting. Small wonder their demands are for horse, dog, cowboy and western stories. However, through the guidance of interested teachers and suggestions from the librarian, their reading is by no means limited to the above types of books. To counteract these influences, the bookmobile, with its large variety of material available for immediate use, has been most helpful.

One feature of the bookmobile visit which is enjoyed, especially by the one-room school, is the story told each visit. Far out on the Mojave desert, near the county line, is Brown, a small railroad terminal. Its tiny one-room school is the bright spot in the lives of the dozen Indian and Basque pupils. Their teacher, a Mills College graduate, has been with them for many years, for this is her home. She tends to all their needs, both mental and physical, and so successful is she that no child watches the clock for time to go home. To them, story hour is a big treat. On one visit there, due to car trouble the bookmobile arrived about six o'clock in the evening. Looking for a place to spend the night, the librarians accidentally went to the teacher's home. She immediately dispatched a little boy up the canyon back of town to spread the news. By six-thirty, a class, perfect in attendance, was listening, round-eyed, to the stories. As each page was turned in the picture story book, one little boy exclaimed, "Oh, Gee Vizz, Oh Gee Vizz." It is good news that this fall due to the efforts of the County Superintendent these children start to school in a new modern building made possible through financial aid from the government Indian agency and the volunteer labor of men from Bakersfield and other school districts.

One could go on indefinitely telling of the evidence of increased interest the children are showing in their books for both fun and information.

Due to the interest created by two bomber bases and two aviation training camps within the county, the demand in those areas has increased for our aviation material until it is almost impossible to fill the children's requests. On the desert,

(Continued on page 12)

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(Continued from page 11)

books on rocks and minerals are wanted and such books as Pickwell's *Deserts* and *Desert Neighbors* by Patch are in constant use. One group of children came to the library with their teacher to identify a snake which she carried coiled around her wrist. But in spite of the realistic age in which they live, their desire to laugh is not forgotten and *Mary Poppins, Paul Bunyan, Pecos Bill* and other tall tales are perennial favorites. As far from the water and boats as these children are, the adventures of the *Swallows and Amazons* and other heroes of Arthur Ransome's books have a definite following in certain schools. When summer vacation comes, many of the children from the valley go to mountain camps or summer homes in the high Sierras. Each year, collections of books for recreational reading, hobbies, woodcraft and naturecraft are sent to the Y. M. C. A., Boy Scout, Camp Fire and 4-H camps in these mountain areas. Our Greenhorn Summer Camp Library is situated on the summit of Greenhorn Mountain where many Kern families spend the summer. It is an attractive one-room rustic building covered on the outside with redwood bark. Inside, at one end is a fireplace and on each side, between book stacks are low window seats. It is an inviting spot and the use of the books testify to its popularity. Occasionally a librarian from Bakersfield goes up to these various camps to conduct a story hour.

Children less fortunate, who must stay in the heat of the valley, are not forgotten. They are given story hours once a week at park playgrounds or isolated school grounds. In some of these places books are issued to children who are too far from the community branch to walk there in the heat. When the bookmobile was available, it parked two hours in each center and the children sat around on the ground looking at books or talking about them with the librarian until time for the stories. The story teller feels it is a real tribute to her when children will come dripping from the swimming pool to listen while the thermometer registers above the 100 degree mark.

So, winter or summer, school time or vacation time, boys and girls in Kern County read; and we feel the practice of taking books to the children, wherever they may be, is one reason their reading has increased steadily from year to year.

Book Reviews

From Laidlaw Brothers

OUR DEVELOPING CIVILIZATION: Our Country, A World Background for the United States, The Background of Modern Nations, The United States of America, Fundamentals of Citizenship. This fine series unfolds in panorama for pupils of the elementary grades the continuous story of man in his development from earliest beginnings to modern times. The authors have made a special effort to keep content absolutely authentic, proportions correct and logical, and the viewpoint unprejudiced in the handling of such controversial subjects as the Reformation, the War Between the States, and Capital and Labor. *Our Country*, for fourth grade, the first book in the series, traces the development of our country from its earliest days to the present time. The book is designed to bring into prominence the careers of significant leaders in our history. It also describes the homes and living conditions of the various people who colonized and built up the different sections of our country. *A World Background for the United States*, for fifth grade, provides the opportunity for a clear understanding of civilization from the earliest times until the beginning of our own country's history. *The Background of Modern Nations*, for sixth grade, sketches the history of the modern nations of the world from about 1600 to the present, showing the general progress each nation has made in its struggle for better government, the economic conditions of the people in each country, and the careers of the important leaders of history. *The United States of America*, for upper grades and junior high school, is a history written in an interesting narrative style with a vocabulary readily within the child's comprehension. All of the books in the series are organized on the unit plan. Each unit is introduced by a dramatic and interest-rousing preview and followed by a summarizing review. Color illustrations have been used generously throughout the series, and there are especially effective maps provided as a real teaching aid. *Fundamentals of Citizenship* is a civics text for seventh and eighth grades. It is a new type of civics with the individual pupil the center of interest, emphasizing the requirements and rewards of citizenship in America. The book is divided into four parts: The Citizen as an Individual, The Citizen as a Member of a Group, The Community Working Through its Citizens, Your Government and its Citizens. For each chapter there are Preparatory Notes, Aids to Learning, Test Exercises, and Suggested Activities. The vocabulary is carefully chosen so as to be well within the understanding of the average pupil. An Explanation of Terms, added to the text material, gives more detailed explanation to less common or technical terms.

A special feature of the book is a Compendium of Civic Information which contains over 4,000 civic facts on state and nation, including detailed state qualifications for voting. There is also a valuable section on the use of the Flag.

There is a special California edition of *Fundamentals in Citizenship* with a supplement on "Government in California" written by A. J. Cloud, President, San Francisco Junior College. California pupils may thus study the leading principles of government as they relate to the nation as a whole and then observe how their state has developed laws and customs of its own. This section includes six chapters: Early History of California, Development and Conservation of Resources, Public Health and Recreation, Public Education, Financing the State, and State and Local Government in California.

From D. C. Heath and Company

PLANE TRIGONOMETRY WITH APPLICATIONS by William L. Hart. Price, with tables, $2.00; without tables, $1.75. This text is especially prepared to give the mathematics training now needed by the thousands of high school students who are expecting to serve with the United States armed forces. It is an efficient, concise, and complete presentation of the fundamentals of trigonometry with a strong focus on numerical applications, valuable for all general mathematical purposes, and timely in its applications to specific problems of technical warfare and defense.

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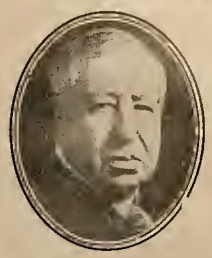

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November, 1942

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
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Jottings of a Traveling Bookman

By W. M. CULP

As 1942 nears its close the set of education in the United States for these war years is being gradually determined. As the mid-term of the 1942-43 educational year is coming closer, general trends are becoming evident. The speeding up of the educational processes in the elementary, secondary, and college fields has been advocated. It is already in operation in the colleges and universities of the country. The lopping of two years or more off the time now generally given for the acquiring of a liberal education is given as an objective by Dr. Robert M. Hutchins of the University of Chicago, who believes it could be achieved in twelve years instead of fourteen or sixteen. In other words, such an intensification of effort and an elimination of frittering courses, or the consolidation of work given some three times over, would bring the education of the land up to the standard of work as required for entrance to European universities. It has already been determined that the schools are to carry on and to stress to the limit of their capacity educational standards, while taking on supplemental war activity duties, which in some cases run up as high as twenty-five different forms.

Training of war workers both in the adult class as well as those of the undergraduate classes is to continue unabated. Physical fitness programs are to be held to stricter standards including the building up of bodily strength by more strenuous drills and by the advocating of the eating of more strength- and vitality-building foods. The drain of manpower to the armed services is calling upon education to prepare untold millions of women to take places in industry. The forthcoming induction of 18- and 19-year old youths into the services of the nation has brought the colleges and universities of the United States up against a most baffling problem. Its solution will determine the existence or decease of many institutions, and an unwise course could cause indeterminate harm to the future prosperity of the United States. If one goes on the supposition that this global war is to continue for years the United States needs a continuing crop of those who will become physicians, surgeons, engineers, dentists, chemists, lawyers, teachers, accountants, business executives, and a multitude of other trained persons, whose training is of necessity over a long period of years. This new crop should come out of the 18- and 19-year old youth of the land. Whether all should be inducted, then a certain number of the most fit, determined by rigid examinations, be assigned to training in these vocations, is now being debated. The question of whether this training should be done under the direction of the regular college and university faculties, or under army and navy control, is a very delicate question still under consideration. The calling of great numbers of the younger of college and university instructors and professors into government and armed services is leaving many institutions vitally crippled. It must be decided soon how this adequate training of persons for the professions is to be accomplished.

Dr. William F. Russell, dean of Teachers College, Columbia University, declares it is foolishness to talk of education-as-usual. He says that schools would have to cooperate more fully with the government in remedying serious educational shortages that have been hampering the all-out war program. He considers the government will demand the establishment of an adult education program to teach illiterates how to read and write to make them eligible for Army service; a drive for increased physical fitness to eliminate situations where 900,000 men are rejected on physical grounds out of 2,000,000 called for induction; greater emphasis on specialist training in the schools, and education to make people "air-minded."

Foreseeing the induction of 18-year old youths into the national services Dr. Robert M. Hutchins of the University of Chicago is making it possible for young men, by the time they reach 18 years of age, to graduate from the University of Chicago. He has evolved a program under which 15-year old pupils can achieve a high school diploma and enroll in college two years ahead of time. The plan is to go into effect at the University High School this coming February. He considers the public will not, and should not, tolerate deferment of men simply because they are college students for a four-year period. His plan of accomplishing an educational program in twelve years instead of sixteen years is as follows: To the university, (1) It will admit students who have completed two years of the conventional high school to the first year of its four-year college at the close of the first semester of 1942-43 in the high schools; (2) It will admit students who have completed two years of the conventional high school at the opening of the coming Summer Quarter; (3) It will operate its four-year college, beginning with the conventional junior year in high school, on a year round (forty-eight weeks) basis, beginning with the Summer quarter of 1943.

Dr. Hutchins' plan, called the "salvation plan," is predicated upon the idea that it is possible to squeeze water out of the educational system. He considers all that is required is to effect a minor reorganization. He would reduce elementary, high, and college training to a 6-3-3 basis, consisting of six years of high grade school, three years of high school, and three years of college. This would require putting schools on a 48-week operating basis. It would mean elimination of Summer vacation periods for the war's duration, except for a four-week rest session. This plan calls for the discontinuance of all non-essential instruc-

tion and classroom "frills," limiting teaching to required subjects.

Teacher shortage, especially in the rural sections of the country, is steadily becoming more acute. For instance, Wisconsin, which normally employs 25,000 teachers, adequately supplied with qualified personnel, has already issued 1,000 emergency teaching certificates to teacher-candidates who during normal times would not be qualified for teaching jobs. This condition is prevalent throughout the whole country. Unless salaries are raised commensurate to wages paid in industry or teachers are frozen in their jobs, a tremendous number of rural schools will not open next year, and many city schools will be under-serviced. The prospect of a new crop of teacher candidates is doubly dubious because of the sharp decline in teacher-training school enrollments. In Wisconsin the nine state teachers' colleges this year enrolled 20 per cent fewer students than a year ago, and 40 per cent less than the peak enrollment of several years ago. These figures are indicative of what is happening throughout the whole country. In Wisconsin, E. G. Doudna, secretary of the state board of college regents, said that he will ask college presidents to co-operate in a plan to install "coaching" courses which will allow undergraduate college students and some high school seniors to take teaching jobs in elementary and rural fields before the end of their formal schooling.

Teachers are constantly passing judgments upon the quality of the work their pupils perform. Sporadically, throughout the country in some places the teachers are permitted to be judged by their students in writing as to the quality of their teaching as a means of increasing professional efficiency. It might be profitable to all teachers to read a report occasionally of a composite survey of their strength and frailties as composed from the findings of their pupils. Indiana State Teachers College at Terre Haute has been making this kind of a survey for some time. Each year a poll is conducted, and each student is given an opportunity to grade his professors according to a carefully worked out plan, and after the results have been tabulated each professor is advised of his rating in undergraduate estimation. Although the plan was proposed by a student honor fraternity, it is conducted under administration auspices and Dr. J. E. Grinnell, dean of instruction, is the only faculty member who reads all of the returns. He analyzes the student reports and provides each instructor with a code number so that when the results are posted teachers can find out for themselves whether they are giving satisfaction. Students rate their professors on ten characteristics: affability, enthusiasm, industriousness, judgment, earnestness, scholarship, use of English, teaching procedure, stimulating power, general worth.

One day each fall the Ohio State Teachers Association hold some six meetings throughout the state in which problems of the moment are discussed by prominent local and national educators. Of these the meeting of the Northeastern Ohio Teachers' Association (the N. E. O. T. A.) is the largest and most widely attended in the state. The meetings held in Cleveland, Ohio, bring an attendance of from ten to seventeen thousand persons. This year's meeting in Cleveland on October 30 last some ten to twelve thousand teachers were in attendance. Headline speakers included Governor John W. Bricker of Ohio and Dr. Alexander J. Stoddard, superintendent of Philadelphia, public schools. Highlights of their addresses emphasized the fact that while there should be intensification of war effort on the part of teachers and pupils, it would not be possible to accomplish this if financial support to the schools were curtailed. Governor Bricker brought out the fact that under his governorship the financial condition of the schools of Ohio had been tremendously improved.

Dr. Stoddard stressed a four-point program on the schools' role in respect to the war itself. He called for impressing on Americans the fact that we are engaged in a death struggle with adversaries that are out to kill democracy and freedom as we conceive them. He advocated the helping of youths and adults to understand the many technical subjects so that they may follow and interpret with understanding and appreciation developments in the war. He sought the teaching of children to be patient and calm in the face of adversity and not to become unduly optimistic with good news. He declared it was the teacher's duty to clarify the issues and aims in this war, both our own and those of our Allies, and those of our enemies. He stated the role of the schools is to help win the war. Dr. Stoddard warned against asking schools to "assume functions just because they are organized and because they do jobs efficiently." He thought that the schools could now assume unusual responsibilities in addition to their regular programs without abandoning or even seriously neglecting essential normal services. He made one qualification of this assumption. That is, there must be provided continuously through the emergency adequate financial support to enable the school services to be maintained at a high level of efficiency. He emphasized that the school program, school plant, and school organization must be adapted so as to provide greater flexibility, to accommodate new types of equipment and different kinds of instructional processes.

One of the outstanding events of this Northeastern Ohio Teachers Association convention was the meeting of the Radio Section, which was held in the auditorium of the School Administration Building. The Cleveland City Schools carry on one of the best organized programs of radio class instruction in the country due to the fact that they have available their own broadcasting system as well as having spent much time in organizing radio programs to fit class situations. This convention program was conducted as an "Ask the Teacher" quiz test. The panel consisted of teachers from Ohio communities who were put on the grill by questions by pupils from their respective communities. The panel consisted of Ruth Lehmiller, McKinley High School, Canton; Corrine Helwig, East High School, Akron; John Stewart, Rayen School, Youngstown; E. W. Bash, Lorain High School, Lorain; and Oliver Deex, South High School, Cleveland. The Quiz Master was Assistant Superintendent of Cleveland in charge of Junior High Schools, Mark C. Schinnerer. The guest observer was Dr. Alexander J. Stoddard of the Philadelphia Public Schools.

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Western School News

Edited by MORRIS WAGNER

RED CROSS NEEDS MORE BLOOD DONORS

It has been brought to our attention that not enough donors are giving blood to the "Blood Donor Centers." We offered the columns of The Western Journal of Education to assist in bringing this graphically to the attention of school administrators in the hope that they will urge upon faculties and P. T. A.'s the necessity of making this contribution. Remember, there are boys at the front who are spilling their blood in agony —the least we can do is to give ours painlessly to help them. The following article, submitted to us by the Red Cross Donor Service, gives you the facts about blood plasma and what you can do to help. Visualize the battle fronts, and do something about it now. Offices, 2415 Jones Street, San Francisco, and 925 South Western Avenue, Los Angeles.

The San Francisco Center of the Red Cross Blood Donor Service is one of only eighteen centers throughout the country, each of which has been asked to fill a set quota. San Francisco's share in this vast medical undertaking is 3,360 donors a week, for the Army and Navy, and for Civilian Defense in the event of a bombing.

Donors between the ages of 21 and 60, weighing 115 pounds or over, may safely and easily give a pint of their blood every two months. The process, neither painful nor enervating, and the entire routine (from a glass of orange juice to the last cup of coffee in the Canteen) takes no more than 40 minutes. The Center is open from 8 in the morning to 8 at night, with a daily quota of 480 donors. Two Mobile Units leave the Center each day, required to procure 100 units of plasma each, leaving 280 to be secured by the fixed Center, at 2415 Jones Street.

After your blood is obtained it is sent within 24 hours to the Cutter Laboratories where it is processed in a huge centrifugal machine into a fine yellow powder called "plasma." This plasma is then packed in a box accompanied by a bottle of sterile water and the equipment necessary for transfusions and sent to the Army and Navy and various Emergency Centers. When the plasma and the sterile water are mixed together they form a liquid plasma which has the advantage over whole blood of being universal in type. The wounded man must be treated immediately. Countless lives have been saved by the speed and ease made possible by the use of plasma.

Soldiers and sailors returning from overseas service credit plasma, unknown at the time of the first World War, with saving thousands of lives already in World War II.

CONFERENCE ON PROBLEMS OF RURAL TEACHERS

On October 24, San Diego State College was host to its Sixth Annual Conference on Problems of Rural Teachers. Doctor Richard Madden, Principal, State College Elementary School, was in charge of arrangements. During the morning the following presentations were made: *Inter-American Education and the School's Responsibility*, Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education; *The Child and the War*, Doctor Richmond Barbour, Co-ordinator of Instruction, San Diego City Schools; *Teaching the Three R's Through Concept Building*, Marguerite Nordahl, San Diego State College.

A panel consisting of Mildred W. Arkley, Ramona Public Schools, Guinivere Bacon, San Diego State College, Martha Farnum, Principal of Logan School, San Diego, Lt. William H. Lucio, Air Corps, Santa Ana Army Air Base, Audrey B. Peterson, Teacher, San Diego City Schools and Co-operating Supervisor for San Diego State College, and Richard Madden, Chairman, and Principal, State College Elementary School participated in a discussion on the timely subjects presented. Doctor Walter R. Hepner gave greetings to the conference and outlined some of the major responsibilities of education in war time.

The Conference joined the Conference on Inter-American Solidarity and Friendship being held simultaneously, at a luncheon session at Hotel Churchill which Mrs. Malbone Graham of Santa Monica addressed on *Canada and the Americas*, and Miss Helen Heffernan spoke on *The Good Neighbor Policy and the War Effort*.

SARAH L. YOUNG, Prinicipal, Parker School, Oakland, was unanimously elected President of the Department of Elementary School Principals of the National Education Association for the year 1942-43 at the business meeting of the Association at Denver, Colorado. As an outstanding leader in elementary education in California, Miss Young has been an officer in the national group for many years.

Miss Young is a native daughter, born in Danville, a little town at the foot of Mt. Diablo in Contra Costa County. Teaching is the family vocation, since Miss Young's father, mother and sister were all teachers before her. Her father, A. J. Young, was for many years a member of the Contra Costa County Board of Education, during which time he associated with Harr Wagner and Joaquin Miller, both of whom were speakers, or lecturers, at the county institutes.

Miss Young is a graduate of Oakland High School and San Francisco State College, where she received her A. B. She has done extension and summer session work at the University of California, and attended summer conferences on elementary education (sponsored by the National

Sarah L. Young

Department of Elementary Principals) at the University of Michigan, Ann Arbor, New York University, University of Wisconsin, Madison, Harvard University, Massachusetts, University of California, Berkeley, and University of Colorado.

Miss Young has been Secretary and President of Bay Section, California Elementary School Principals Association; President, California Elementary School Principals Association; and President, Alameda County Educational Association; and President, Oakland Teachers Association. A large share of Miss Young's fine work in the California Elementary School Principals Association has been on the Editorial Committee as editor of the tenth yearbook, *Guidance in the Elementary School*, and co-editor of the thirteenth yearbook, *Elementary School Environment and the Modern Curriculum*.

Miss Young says her "other interests" are chiefly music and "seeing the United States." She is a graduate of the Oakland Conservatory of Music, majoring in Pipe Organ. She has made three round trips across the continent by automobile.

NOTES ON A. C. P. S. S. CONVENTION

By Charles L. Geer

The superintendents' conference for 1942 was held at Hotel Ambassador, Los Angeles, October 12, 13, and 14. The opening session was in charge of Chairman Frank Wright, District Superintendent, El Monte, and Vice-President of the Association of California Public School Superintendents.

The two main speeches were by Walter Bachrodt, President of the Association and by Walter Dexter, State Superintendent.

Walter Bachrodt, City Superintendent of San Jose, opened the annual convention. The keynote was the war, and our all-out part in it.

The second speaker, Dr. Walter Dexter, had just been through a strenuous campaign in which he emerged victor over a whole flock of candidates. Walter Dexter receives the happy combination of respect and affection. He spoke of the need for the fundamentals—the three R's. Just do not let anyone use them for a free ride. Teach the three R's, yes, but do it by the teachers in the teachers' own way.

Monday afternoon I attended general session, theme, Defense.

One of the most practical speeches was made by Charles R. Crooke, Superintendent of Mountain View. John Sexson also gave a fine talk but where was the story, John? I think this is the only talk I ever heard by John Sexson where I did not take away at least one good story. I almost felt as though I had been cheated.

Monday evening was set aside to honor Sam Cohn, Deputy Superintendent of California Schools, who is now retiring from school work.

Tuesday morning was general session. Information, please. A selected panel of high-powered superintendents and members of the State Department answered all questions that came along.

P. T. A. Luncheon. It is nice to see the crowds who now attend P. T. A. luncheon. I have seen the time when only the speakers attended. Superintendents and principals have in the past few years begun to recognize their friends, and most now make it a point to be in attendance at special functions sponsored by the P. T. A. In those early years only men on the program appeared and each one disappeared as soon as his speech was completed. I am surprised and pleased to see how kindly the women took all this. They have evidently held no ill will because of indifference.

I am sure this new interest is a pleasure to the women, who always have been the stalwart friends of education and even the superintendents and principals of schools.

Mrs. Ernest Rufer, Director of Education, California Congress of Parents and Teachers presided, introduced the table guests, and introduced the main speaker, Mrs. E. T. Hale, president of the "Congress."

State college presidents. It is a joy to see the seven fine men hobnobbing during the superintendents' convention. I am wondering whether some of the other college presidents might take note and appear at least occasionally. I know it would be cheery for the superintendents, and it might be of value to some of the college presidents. These State college presidents certainly have gained by the practice of solidarity. Possibly it might be too much to expect the heads of Stanford, University of California and University of Southern California to attend, but surely there are a number of lesser lights who might profit by rubbing elbows with Tom MacQuarrie, Frank Thomas, A. J. Hamilton, Arthur S. Gist, Clarence L. Phelps, Walter Hepner and Alex Roberts. Believe me I am proud of the seven state college presidents.

Folks I like to see:

I like to see Mr. Boynton—he gave me my first job.

I like to see George Meredith—I am impressed by his Rolls Royce mind.

I like to see LeRoy Armstrong—he likes my jokes.

I like to see Dr. Freeman of U. C.—he has such a happy outlook on life and he has such a fine face.

I like to see Herman Spindt of U. C.—I like him and he likes me.

I like to see Jeff Graham, Superintendent of Lemoore and Avenal high schools—we have been friends for a quarter of a century.

Officers elected for the forthcoming year are: President, W. K. Cobb, County Superintendent, Ventura; Vice-President, Walter Bachrodt, City Superintendent, San Jose; Secretary, J. R. Overturf, City Superintendent, Sacramento; Treasurer, R. B. Walter, Assistant County Superintendent, Los Angeles.

W. K. Cobb

Newly elected President of California Superintendents

W. K. Cobb received his A.B. from Pomona College, his M.A. in Education from the University of Southern California, and has done additional work toward a doctorate at U. S. C. He has been Supervisor of Child Welfare and Attendance, Los Angeles Schools; Superintendent, Pacific Lodge; Ventura County Supervisor of Child Welfare and Attendance, and Ventura Supervisor of Guidance. Since 1935 he has been Ventura County Superintendent of Schools. He has been a member of the California State Curriculum Commission since 1939. He is also School Education Chairman, California Congress of Parents and Teachers, a member of the Masonic Lodge and the American Legion, and was a first lieutenant in World War No. I. Last year he was President, Ventura County Superintendents' Association.

PLANNING A STATEWIDE FRAMEWORK OF EDUCATION

By T. A. Ellestad

District Superintendent of Schools, Coalinga

One of the most interesting section meetings at the recent California superintendents' convention was on "Planning a Statewide Framework of Education," with William G. Paden presiding. Dr. A. R. Lang introduced the subject by stating that there were shelves and shelves of textbooks and reference material, but little or no organization of such material in its selection for a course of study; that our textbooks are tools used in the training for citizenship, but that a curriculum is necessary in order that such material may be used in the building of Citizenship. As a member of the State Curriculum Commission it was Dr. Lang's opinion that a Curriculum Committee, together with the proper sub-committees, should study the problem, evaluate the findings, and present a state curriculum to be used by all schools of the state.

A. H. Horrall, Superintendent of Schools of San Mateo, went into detail as to the sub-committees necessary to study the problem, followed by J. D. Conner of San Diego who spoke on evaluation.

Mr. Paden opened the meeting for discussion by the group present. Judging from the responses, there were as many points of view as there were individuals

present. The first statement from the group was that any curriculum used by the state as a whole would be harmful in that it would stifle individual initiative and lead to regimentation.

Another statement was that we do not need a course of study but a framework covering the individual fields.

A statement which received considerable support was that more emphasis should be placed upon co-ordination between the elementary school and the high schools.

Another comment was that greater emphasis should be placed on checking the quality and quantity of work produced. The statement was made that regardless of system the standard at any given point should be comparable in all schools.

It was agreed that the ultimate goal, Education for Citizenship, involved so many factors that the Curriculum Commission should continue their study and indicate ways, rather than a way, and that no school or teacher can obtain the best result except by using methods that work best in their situation.

ANNUAL CONFERENCE OF SCHOOL SUPERVISORS

The annual conference of the California School Supervisors' Association and State Association of Supervisors of Child Welfare and Attendance was held in Los Angeles October 25-28, with 450 registered and about 600 in attendance.

The first general session of the Conference was held in the ballroom of the Hotel Biltmore Sunday evening, October 25, Mrs. Lillian B. Hill presiding. Bernard J. Lonsdale, president of the Supervisors' Association, greeted the assembly and impressed upon them the seriousness of the conference. As Dr. Walter F. Dexter later stated, "Never before have the schools of our country opened for the year with more challenging responsibilities confronting them."

Maxine de Lappe, president of the Association of Supervisors of Child Welfare, after a short discussion of the nature of a symposium, gave as her contribution, an excellent talk on the theme "For All of the Children of All of the People."

Dr. John Sexson, Pasadena Superintendent of Schools, spoke on "Long-term versus Short-term Values in Education." Dr. Sexson deplored the present need that "the plowshares of education must be beaten into the swords of war." The plowshares of education he designated as the humanities: art, music, the social sciences; the swords, the implements of death. The swords represent our short-term program, for we must win the war, but the necessary characteristics of this program must not turn us back to barbarism.

Dr. Walter F. Dexter, State Superintendent of Public Instruction, spoke on "Educational Fundamentals and Democratic Ideals." He dwelt on the need of keeping in mind the fundamental bases of democratic philosophy. He said in part that democracy is a state in which the individual is given a right to make a choice. Society must advance with the least possible stifling of the individual. The individual can never be used as a means to an end without disrupting that individual. It is our responsibility to spread the theory of universal free education throughout the world.

Bernard J. Lonsdale

Reelected President Supervisors' Association

On Monday morning Dr. C. C. Trillingham, Los Angeles County Superintendent of Schools, spoke on "Education Geared to a Society at War." "All educational decisions and actions during war or peace should be based on the consideration of what is best for the welfare of boys and girls," he said. With reference to the three R's, he stated that this is not a valid issue but an argument used by the enemies of the schools who feel their influence and want to curtail financial support of them. "There are better tomorrows in education than any of the best yesterdays," said Dr. Trillingham. "We are going *back* to *nothing,* but going *on* teaching the three R's better than ever before, and in addition to them many new things which the needs of the time shall demand of us."

Helen Heffernan, Chief, Division of Elementary Education, State Department of Education, also warned against the over-simplification of education which places undue emphasis on the three R's. Education under modern conditions is a complex thing, and the schools generally are teaching the three R's as well as ever, if not better, but teaching them along with many other things not taught previously. Miss Heffernan issued a warning against "subversive groups aiming to curtail educational opportunity." She said, "Universal devotion of 132,000,000 people to the common purpose of victory is no easy achievement, but war itself is a powerful force for national unity and the submergence of individual and group conflicts. We must still recognize that certain economic, political, and social groups persist in the face of common catastrophe. Some are actually subversive to democratic principles and practices because of their traditions, their fundamental beliefs, and their special economic and social interests."

On Wednesday many workshop sessions were held. One, with Miss Heffernan as chairman, was on "The Elementary School in the National Emergency." During this session Dr. Gertrude Laws, Director of Education for Women, Pasadena Public Schools, discussed the effects on children of the impact of war. The schools, she said, must secure avenues of communication with parents other than report cards. Parents sometimes misunderstand what the schools are trying to do. The schools today must take over responsibilities now carried on by other organizations. For example children of working mothers must be taken care of; Pasadena is now planning to open schools at 6:00 A. M. and serve breakfast.

Two resolutions came out of the workshops: (1) That a State Visual Education Department be set up to function as a reservoir of materials for school systems not now supplied with them; (2) That legislation be attempted which would provide cooks to take the place of W. P. A. workers who were formerly employed in school cafeterias. The latter was recommended in order that the gains made by children through surplus commodities programs be not lost. Members also felt that guidance service should be extended to all youth over fourteen. This should help them to understand

(*Continued on page* 8)

Guiding Principles

In Relations of Members of California Bookmen's Association and the School People of California

Thanks are due to the many school people of California who worked with a committee of California Bookmen's Association in developing the following Guiding Principles. Members of the committee were Mr. A. K. Allen, Chairman, Mr. Bernard Hemp, and Mr. Ritchie Smith, who held frequent meetings and consultations with school people for more than a year. Among the many school people who have read these Guiding Principles in tentative form and made suggestions for their refinement are officers of the California Teachers' Association, various educational associations, Departments of Education in universities, the State Department of Education, boards, commissions, and others. It is believed, therefore, that these principles represent the composite judgment of the bookmen and school people of California.

FOREWORD

We are fully aware that these guiding principles include much that is obvious. Listing them here does not necessarily imply that they are being violated. Rather, they constitute a "confession of faith" in our ideals as a means of maintaining and extending these ideals.

1. Selection of Textbooks

a. This is a vastly more important duty of the school than is sometimes recognized. It is a serious educational function in which administrative and teacher judgment should be combined with professional presentations of the bookmen.

b. Since the textbook is an important part of the curriculum, influencing decidedly the teaching and learning of pupils, it should be a constant purpose of representatives of publishers to learn the specific needs of the school system and to offer the publications that meet those needs. By doing so, they would be sellers of educational service, not simply purveyors of books.

2. Interviews

a. It shall be considered unethical for an author or representative of a publisher to try to influence the action of a board of education on a definite and specific recommendation of textbooks made by a regularly established educational body. This does not apply if two or more basal texts are recommended in the same subject, or in any case where an original decision by the board is necessary before the adoption can be completed. This section also does not apply to county boards of education.

b. Uniform opportunities for interviews and all information concerning an adoption should be available to all bookmen.

3. Rewards

It is both unethical and unlawful for a publisher or his representative to offer, or a school person to receive, any direct or indirect personal reward for influencing an adoption. This need not bar minor courtesies of a social nature.

4. Appointment of Committees, Etc.

It is not ethical for a representative to take the initiative in securing the appointment of school people to regular positions or as members of a committee for the purpose of influencing the selection of textbooks, or to try to influence the election or appointment of members of boards of education.

5. Layman's Organization, Etc.

It is unethical to attempt to influence adoptions through the use of layman's organizations or by appeal to sectarian, religious, fraternal, or political prejudices.

6. Secret Committees

Although it may not be unethical to use so-called "secret committees" in selecting textbooks, the belief is generally held that this infrequently used plan seldom, if ever, secures absolute secrecy. Moreover, we believe there is a distinct educational loss on the part of such committees by not hearing the presentations of the bookmen—an antidote for the "inbreeding" of educational ideas.

7. Local Authors

Local authors should neither be discriminated against nor favored in textbook adoptions.

8. Sample Textbooks

a. It is unethical for school people to sell sample books that have been submitted to them by the publishers.

b. It is not ethical to request sample copies of books when no adoption is contemplated. In case of a pending adoption where fewer than ten copies would be purchased, sample books should be bought by the school.

c. If not adopted, a sample book specifically requested by the school should either be purchased, returned to the publisher, or given to the representative when he calls. The announcement of a proposed adoption or the sending of specifications for books does not constitute a request by the school for samples of textbooks.

d. We believe that publishers should not be asked to furnish free copies of books for workshop, curriculum, or professional libraries but rather that funds should be provided for the purchase of such books. This does not apply to situations where these books are used by committees working toward an adoption.

9. Reproduction of Copyrighted Material

It is both unlawful and unethical to reproduce in any manner and for any purpose publications covered by copyright except upon written permission of the holder of the copyright.

10. Book Exhibits

We believe that textbook exhibits make a distinct educational contribution to those who attend them and that suitable space for such exhibits at summer schools, teachers' institutes, state and sectional meetings where desired, should be provided without charge except for a nominal service fee.

11. Book Budgets

Because of the high educational value of school books and their low relative cost, we believe it to be a wise policy for a school system to provide at all times adequate funds for purchase of instructional material for pupils and teachers.

(*Continued from page 7*)

themselves and help themselves in the business of living.

The California School Supervisors' Association elected the same officers for another year: President Bernard J. Lonsdale, Coordinator and Course of Study Assistant, Los Angeles County Schools; First Vice President, Fred L. Trott, General Supervisor of Instruction and Director of Curriculum, Tulare County; Second Vice President Ona E. Ring, General Supervisor of Instruction, Contra Costa County; Secretary-Treasurer, Edith M. Maxson, Supervisor of Vocal Music, Bakersfield Public Schools; Junior Past President, Gretchen Wulfing, Supervisor of Elementary Education, Oakland Public Schools.

RECOMMENDATIONS FOR A COUNTY HEALTH PROGRAM

The following recommendations for a county health program were presented by Ethel S. Ward, Curriculum Coordinator, Alameda County Schools, at the annual conference of the California School Supervisors' Association.

1. Coordinate the efforts of all agencies engaged in the health program.
2. Establish close liaison between medical and nursing services and the work of school administrators and teachers.
3. Sell the health program to all school administrators, teachers, Boards of Education, and trustees through staff meetings, Institute programs, teachers' meetings, trustees associations, and P. T. A. groups.
4. Make health education a definite part of the school curriculum and dignify it with a time allotment.
   a. Establish goals for this instruction.
5. Have health workers and curriculum directors (working together) set up health units to be taught.
   a. Begin instruction with the immediate health problems which children have and keep the program flexible enough to cover the needs of all children.
   b. Have the visual education department provide films and other visual aids related to health.
   c. Help teachers to teach health through many activities of the school day.
6. Make the physical education program a planned part of every day's instruction, as much a part of the curriculum as arithmetic, and extend the physical education requirement to thirty minutes.
   a. Train teachers to make physical education a program of body building and physical fitness for all pupils instead of training a few students to become experts to take part in competitive games.
7. Use media for making teachers concious of the health needs of their pupils—health books, permanent record cards, age-weight-height charts, etc. Have them assist local and state agencies in bettering conditions for the children of working parents.
8. Exert pressure on teacher-training institutions to secure a required health course for all prospective teachers.
9. Dental services for every school.
10. Tie up with home economics department—in nutrition.
11. Give publicity to health program.

A WELL-LOVED EDUCATOR PASSES

By Ben Field

Arthur H. Chamberlain, writer, publisher, educator and lecturer, died October 29, 1942, at San Francisco.

Born in Oaklawn, Illinois, October 3, 1872, the colorful career of this well-known educator was closed in the City of the Golden Gate, for which he had a near life-time affection. A brother, Professor James F. Chamberlain of Pasadena, California, survives him.

Arthur Chamberlain filled many important educational and literary positions during the past half century. He was a graduate of California Institute of Technology; Chicago University; Columbia; University of California, and completed special courses in European universities. Degrees of B. S. and M. A. were conferred on him by Columbia University in 1903 and 1904, and he held a Master's Diploma from the New York Teachers College.

He was at one time Professor of Education and Dean of California Institute of Technology. Later he became State Executive Secretary of the California Teachers Association and editor of the *Sierra Educational News.*

But perhaps his most intriguing contribution to the upbuilding of California and the West was as editor, publisher, and owner of *Overland Monthly* and *Outwest Magazine,* which was founded by Bret Harte in 1868. Literarily and constructively this is his lasting monument.

During the twelve years of his editorship of this publication his loyal friend, Mrs. Mabel Moffitt, was joint publisher and owner with him. For a period of five years the author of this article was connected with Mr. Chamberlain, as poetry editor, and for a time associate editor of *Overland-Outwest.* Were this story of appreciation and fact to be more extended, he might give not a few instances of drama and affection and loyalty, and of fine friendships in the life of this dynamic man of our West.

One of his most appealing characteristics was his affection for all men. An almost universal friendship for him on the part of those who enjoyed his acquaintance resulted naturally from this. Optimism and good cheer and kindly humor seemed to flow from him. Hard and continuous work enlivened him. He was in France during the first World War as Chief of Occupational Direction, Army Educational Corps, G. H. Q. And yet this man of many glowing facets seldom spoke of his own achievements.

During his remarkable career he was editor of the *Thrift Magazine.* He was also a member of the Los Angeles Board of Education. He became the president of The League of Western Writers and was, at his passing, Chairman of its Board of Directors. He was a president of the Educational Press Associations of America. For some years he conducted a book publishing business under the name of Overland-Outwest Publications.

His own books, published largely in the Eastern centers, include among others, *Ideals of Democracy, Standards on Education, The Continents and Their People* (in six volumes), and *Interpreting Education.* Not long before his passing he had published another book of which he was the author, *The Writer and His Craft.* This is a literary gem and of definite value to the creator of literature. Arthur H. Chamberlain was ever the champion of the best in creative writing.

As a club-man, he was a Mason, a member of the Commonwealth Club, The League of Western Writers, the California Writers, the National Phi Sigma Sigma, the San Francisco Sequoia Club, and the National Education Association. In the last two he had been honored with life memberships.

Concerning his personal and intimate friends, we may conclude that the late Harr Wagner of San Francisco, author, publisher, editor and lecturer, headed the list. But going back to former years, names such as Joaquin Miller, John Swett, Ina Coolbrith, John Muir, Senator Phelan, and many others come to mind as his close associates.

An entire chapter might be penned on his marked achievements as a lecturer.

For a considerable time, previous to his demise, Arthur Chamberlain had conducted the office of the California Association for Conservation Education, as its Secretary, in San Francisco.

His great enthusiasm, at this late time, was for his Country, our Country, for its struggle to maintain, through the throes of war, the ideals and righteousness of a Republic, over all the world.

Library News

Edited by MABEL R. GILLIS, State Librarian

The following information has been compiled by John D. Henderson, Field Representative, California State Library, from library annual reports, newspaper and bulletin publicity and personal interviews.

CALIFORNIA LIBRARIES AND THE WAR

With the recognized significance to the home front of all forms of printed matter for the dissemination of ideas, facts, instruction and inspiration, California's city and county public libraries are stressing first things first. Meeting the demands of war has meant a streamlining of procedures, a liberalizing of borrowing privileges, simplifying routines, economizing and cutting corners wherever possible in the interests of prompt and effective service. The war has also meant the undertaking of new activities, establishing new channels of service and the intensification of library work along traditional lines.

Some of the efforts of libraries to save borrowers' tires, gasoline, and time are proving effective. The Lodi Public Library has increased its maximum to twelve books on a card at one time; they may be kept for as long as four weeks. The Modesto Public Library, and others, have extended the registration period from two to four years owing to the difficulty of obtaining charging machine number plates. Old cards are extended four years using the same identification number. To reduce the use of post cards and the expense of postage, overdues are handled by telephone whenever possible. The Kern County Library is now allowing the circulation of many of its "non-circulating" technical and other books.

In many libraries men in uniform are given borrowers' privileges by merely inserting the name of the commanding officer on the application. In others the officer's signature is required. War workers and their families are encouraged to use their local libraries by a similar simplified procedure with only the employer's name or signature being called for.

The great shifts in population, the evacuation of the Japanese and the moving of families from the mountain and valley counties to the industrial centers, the setting up of army camps and airfields, have had a marked effect on library service.

As a result of the population movement libraries report that they have many new borrowers, increased reference work and in some cases crowded reading rooms. In spite of this, however, except in some war industry centers, the circulation has declined. It appears on the one hand that the public libraries are providing the kind of reading and service that does not swell circulation figures. There is a pronounced increase in the reading of periodicals, digests, leaflets, pamphlets, "pickup" material; maps, atlases and gazetteers are consulted frequently. The technical books, manuals, handbooks, textbooks, that are circulated are read more slowly. This material is expensive; it manifestly has priority over popular titles that make for high circulation figures. On the other hand many regular library patrons find themselves too occupied to enjoy their accustomed use of library facilities.

New Borrowers

In the counties where units of the armed forces are located there are many new faces in the library reading rooms. Oil workers and their families have left some regions for the shipyards, and army men and their families are moving in. Aviation cadets use the branches and central library of the Inyo County system as study halls. There has been an influx to the mines for strategic metals in the mining areas of Kern and other counties causing a greater use of the local stations of mining publications and of general material. There are new railroad employees at Mohave and Dunsmuir and other railroad maintenance centers.

In the agricultural regions the farmers are doing more of their own work; the young people are either in the service or they are employed in war industry. The farmers' wives and those who are staying on the farms are too busy for reading. For several months after Pearl Harbor the organizing of group defense activities as plane spotters, ambulance corps enlistees, and the several units of Red Cross workers absorbed the community's time and interest.

The evacuation of the Japanese has materially reduced circulation totals, particularly juvenile, in the urban and rural centers where they lived in large numbers. The Hancock Branch in Sacramento with a monthly circulation of 3,000–3,500 was closed for the duration since its service was almost entirely to Japanese children and their parents. At Lodi, Delano, Stockton, Los Angeles and San Francisco, as well as other Japanese inhabited agricultural, industrial and commercial areas, circulation declined.

Reference Service Increases

The circulation drop, however, is more than offset by the increased reference service. Questions range from simple "quick reference" inquiries answered directly from readily available sources to requests for information requiring extensive research, the use of fugitive and obscure materials, correspondence with governmental agencies and other libraries and the painstaking pursuit of bibliographical details.

Anticipating the demands of the emergency, libraries promptly reoriented their book collections and service to the new situation. Technical books in all fields connected with war industry, government publications on civilian defense, morale, consumer information, and background reading on the war were acquired. Publicity was given to the material and reference service available through the newspapers and by means of exhibits, posters and booklists; also contacts were made with local officials and organizations. The response was immediate.

War Information Centers—Arsenals for the Home Front

It was quickly realized that the public library would be a key agency in the local war effort and many were at once designated by the defense councils as official "War Information Centers." In this responsibility there is a challenge and an opportunity.

At War Information Centers the libraries are expected to acquire, process, make available, and direct the public's attention to all significant printed material concerning the war. This includes, in addition to books and periodicals available through regular channels, government publications—news releases, pamphlets, leaflets, reports, regulations and documents—issued by the several agencies of the federal, state, and local governments.

Further, the War Information Centers serve as clearing houses of local civilian defense information through bulletin board announcements of local activities. Special files regarding local defense units, their officers, activities, organization, headquarters are maintained, as well as local maps and directories.

The registration of civilian defense vol-

unteers is carried on by the public libraries of Los Angeles and Oakland as well as elsewhere. The Porterville Public Library with volunteer help has classified and indexed more than 2,000 entries for the local Civilian Defense Personnel Register. The Alameda County Library made a card catalog with subject headings for approximately 300 pamphlets and books on civilian defense for the use of the Alameda County Council of Civilian Defense.

The County Civilian Defense Council has designated the San Bernardino County Library as the official war information center for the county. The County Librarian was made the historian of the Council charged with the duty of preparing and keeping up to date a record of defense and war work carried on.

The Los Angeles County Public Library promptly set up Victory Information Centers in all its branch libraries. The Glendale Public Library maintains an Information Desk for Defense Activities. Under professional direction the material is accumulated and made ready for use by four persons on a W. P. A. project. Upon establishing a War Information Center the Modoc County Library called its facilities and resources to the attention of the Defense Council, the Board of Supervisors and the City Council. Special announcements regarding publications of likely interest were sent to the school principal, the manager of the local movie, and local merchants. Special lists of publications on hand were sent to the Sutter County Defense Council by the county library. Bulletins for the local defense council are typed and mimeographed by the Tulare County Library.

Miscellaneous war information is obtained and made accessible through indexes such as clippings, pictures, announcements and other source material relating to local war activities. The San Diego Public Library is compiling a service record file of local men with the armed forces. The public is asked to cooperate by submitting newspaper articles, church and club bulletins, rally programs and any other printed items of interest for the record. The Ventura County Library also reports the compiling of a file of war records of local men in the service.

A "list of games to lighten blackouts" was prepared for distribution by the Berkeley Public Library and in Stockton the Public Library Children's Department conducts classes for parents on story telling, and has prepared booklists suggesting stories to read aloud and lists of games to play during blackouts.

Practical Information in Greatest Demand

The impact of the war on the individual and the community is strikingly revealed by the questions received at the public library War Information Desk and by the type of reading requested at the loan desk.

Information is wanted on all branches of the armed forces by those about to enter the service. Students in defense industry training classes, teachers and war workers are reading technical manuals, handbooks, textbooks on such subjects as aeronautics in all its phases, marine engineering, shipbuilding and all of the trades and crafts related to the construction of ships and airplanes including machine shop practice and marine electrical installation, naval architecture, tool making, and blueprint reading.

Business men want information on synthetic rubber, priorities, price ceilings, and substitutes for burlap, spice and bleaching chemicals. Housewives have asked for information on what foods to keep in reserve for an emergency, material to use in blackout rooms, wartime cooking, children in war time, nutrition, Victory gardens, rationing. General readers request background reading: the conduct of the war, military and naval strategy, world politics, post-war planning, civilian defense.

At the Sacramento Public Library readers studying for recent civil service examinations requested material on shorthand, office methods, personnel administration, industrial safety, work routing, business and war correspondence.

An increased use of the U. S. Patent Office *Official Gazette* and of all publications on the obtaining of patents is reported by the Long Beach Public Library. The demand for information on the securing of birth certificates required in war industry and government employment is great in the larger public libraries. The reference librarian in the Long Beach Public Library, Earl H. Davis, recently published a digest of the laws and regulations of the various states on the subject.*

* Davis, Earl H. Birth Certificates. H. W. Wilson, 1942.

This article on the wartime service of California libraries will be concluded in the December issue of THE WESTERN JOURNAL OF EDUCATION.

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Book Reviews

From the Caxton Printers, Ltd.

THE GREAT ADVENTURE OF PEDAGOGY by Clara Wilson Sanderson. Price $4.00. This is the narrative of teaching which has really come alive. Miss Sanderson's enthusiasm for her job makes her book unusually readable, though it is informative and factual enough to satisfy those concerned largely with methods. The author is a San Franciscan who was graduated from Berkeley High School and University of California. She taught first at the Girls Junior High School,

Clara Wilson Sanderson

Riverside, then at Horace Mann Junior High School, San Francisco. San Francisco's underprivileged Mission District proved so original that Miss Sanderson decided to write a book about it. She felt that if her teaching program was successful there, it would be practical anywhere. She is now head of Social Studies in Marina Junior High School where she has been able to study the different reactions of children with well-to-do backgrounds. She has found that originality and genius is most often present in children from underprivileged homes.

Miss Sanderson begins her book with a discussion of teaching methods which give new vitality and interest to the social studies. The book, thereafter, has three main sections, "Introducing the Seventh Grade," "Adventuring with the Eighth Grade," and "Problem Solving with the Ninth Grade." The first shows how the transfer of pupils from elementary schools to junior high may be effected skilfully, how new methods of study and correlation of subjects may be learned. "Adventures with the Eighth Grade" shows how history may be dramatized to promote learning. "Problem Solving With the Ninth Grade" places emphasis upon personality development of adolescents.

"STUDENT PRINCE" COMES TO CURRAN

A moving love story told with sympathy and understanding, embellished with great music and underlined with gay lusty humor, always appeals to the theater-going public . . . which explains why audiences over all the country retain such an affectionate regard for "The Student Prince," the production which opens at the Curran (San Francisco) Sunday night, November 29. But in times like these the charm of this noted operetta is even greater than ever before in its colorful history as a "record-breaker" of the American stage.

One lives today in a period of storm and stress. Boundaries change over night, people and men are crushed and imprisoned while the braver ones among them are subjected to bombings, the concentration camp has become a national European institution, ideologies have come to take the place of morals and the "Old Country" as we once knew it is gone and never will return. And "The Student Prince" recreates this "Old Country" so many of us knew and loved.

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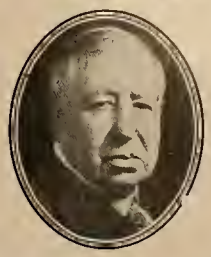

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"A united and free nation, confident in its strength, will:

"1. Honor and remember the men and women who have already given their lives in this struggle.

"2. Give thanks to God for its survival of the unprovoked attack of ruthless enemies.

"3. Clear-headedly assess what has been done in one year of war, and what lies ahead to be done in terms of Work—Fight—Sacrifice.

"4. Rededicate its strength, its time, its wealth and its very life to preserving a concept of life more precious than individual life itself . . . to Work—Fight—Sacrifice for all that is contained in the Bill of Rights and the Constitution of the United States of America."

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December, 1942

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School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

One immediate effect of the tremendous increase of women in industry in the war manufacturing areas has been the like tremendous increase in juvenile delinquency. While the war psychosis has caused an increase in delinquency among minors throughout the whole country in war industry centers, it is all out of proportion to the rest of the nation. In New York State, for instance, juvenile delinquency has risen 1.5 per cent throughout the State but 33.3 per cent in thirteen counties of the State that have a heavy concentration of war industries. With the demand for more women with children to accept jobs in war factories, the situation, unless remedial measures are taken, is bound to become worse. Steps already taken include the establishment of nurseries where children are left by their mothers and picked up after work. Other methods include putting schools on a twenty-four hour basis with children kept on the school premises until their parents call for them. The fact that mothers work in all of the shifts that run around the clock makes the organization of this control difficult. Again, in many instances a disproportionate burden is placed on the school and the school teacher. With both father and mother working at time and a half for overtime, the school teacher is asked to donate services after a full day of school teaching free. While they feel that they are willing to do their part in the war effort, they also feel that extra people should be hired for this duty or extra pay should be alloted them. They have already given tremendously of extra time in the various rationing periods, stamp sales, and rubber and scrap metal drives, while the work of education is their full-time job.

✓ ✓ ✓

With all of this criticism by the military of the products of our public school system Superintendent Raymond E. Trachsel of North Canton, Ohio has this to say—"If they had told us fifteen years ago that we should train for war rather than for peace, we could have done so, and the results of such training would have shown in army inductions." And as Cal Tinney says "That's the Truth."

This recent editorial from the *New York Sun* of "What to Do at 17" gives the picture that has confronted the youth of the land since Congress lowered the age of induction to 18 years. It continues as follows—"To be a youth of 17—a year ago we should have said a boy of 17—must be an exhilarating experience. On the one hand the war industries, business establishments, and farmers are beckoning. Older brothers are donning uniforms, and capable hands—though they be young and inexperienced—are needed to help turn out supplies, to fill jobs in offices and to do chores around the farms. On the other hand educators are imploring youth not to forego the opportunity for as much education as possible, pointing out that the armed forces and the industries behind the front are clamoring for trained technicians.

"But this is not all. Among themselves educators are scrambling for the favor of the 17-year-olds. A youth of this age normally is in the fourth year at high school. The Educational Policies Commission of the National Education Association now proposes that talented boys of 17 who have completed three years of high school be skipped directly into the freshman year at college. Under this plan, the work of the high school senior year and of the college freshman year would somehow be merged.

"College administrators generally may be expected to favor the scheme; it would help them fill classes likely to be all but vacated by the new draft law. High school teachers may be expected to oppose it. Their classes also are beginning to shrink in size; further depletion may lead to faculty dismissals.

"The issue should be decided on a basis of what is best for the young men concerned. Is the high school senior year so unessential that it can readily be merged with college freshman year? If so, why not establish a permanent three-year high school course?

"This recalls recommendations made recently by President Robert M. Hutchins of Chicago University and the Rev. Robert I. Gannon, S. J., head of Fordham. Both suggested reorganization and shortening of the entire educational set-up. Each favored a six-year elementary school program in lieu of the present 8-year curriculum. Under Dr. Hutchins' plan, this would be followed by a four-year high school and a four-year college program. Dr. Gannon advocated three-year programs for both high schools and colleges. Under the first plan, students could qualify for the A. B. degree at age of 20; under the second at 18. When first advanced, these ideas were not favorably received by the nation's educators. They may get a more receptive hearing now that the man-power problem is reaching down to the 17-year level."

✓ ✓ ✓

With the headlines indicating an upsurge toward victory for the United Nations there is re-emphasis upon the theme of training for peace. Two schools of thought are here in conflict. The first believes that before victory is won we should chart the peace that is to follow. The second opines that first we must accomplish victory, and the how-and-when-we-win will determine what kind of peace we may expect. At a recent two-day Conference on Wartime Problems at Columbia University, Dr. Joseph W. Barker, Dean of the School of Engineering of Columbia University stated in a paper read for him that America must not enter the demobilizing period after the war with the same lack of planning that characterized her mobilization for war. Dean Barker said, "If we enter the armistice period unprepared with a rational plan for demobiliza-

tion of the armed services and war industry, we may attempt to demobilize so rapidly that the industrial machine then beginning to be reconverted to a peace-time economy will receive a shock from which it will not be able to recover." He admitted that such a point of view would not be popular with the mothers who will naturally desire the utmost rapidity of return of their sons to the family fireside. But, he declared, too rapid a demobilization can lose the very democratic principles for which many other mothers' sons will have laid down their lives in combat. "Just as men were taken into the armed forces through training camps and schools wherein they were taught the necessary processes of war, so should these soldiers be returned to peace through the same camps and schools—dedicated now, however, to teaching them the arts, science and a technology of a peace-time economy."

Winning the Peace was also the topic of discussion at a recent meeting in New York City at the Pennsylvania Hotel of the New York Regional Conference of the Progressive Education Association. A consensus of opinion was that if a lasting peace is to follow this war, the United Nations must prepare armistice terms now. Dr. Clark M. Eichelberger, director of the League of Nations Associations, asserted unless the objectives of a peace are fully determined immediately another world war will break out within twenty-five years. He declared that this country must not make the mistakes that followed the last war, but must prepare to share in some form of international organization to insure the peace. He asserted it is very likely that we may lose the peace before the war is won on the field of battle. Talking about peace now, he emphasized, is helping the war program, as a proper attitude is developed in the minds of people throughout the world. He suggested that a council of the League of Nations be appointed to study the various problems arising from a return of peace. He also urged that a commission be selected to prepare a charter for a new League of Nations. A "peace charter" should be available the moment the war ends, he said.

Children's Book Week in New York City sponsored by *The New York Times* in cooperation with the leading publishers of books for children has always been an event of importance. This year The New York Times Hall was packed with children and adults (each adult had to be accompanied by a child—one or more) to hear some of the famous authors such as Christopher Morley, Carl Carmer and Hendrik Willem van Loon. Mr. van Loon told the gathering it was difficult to hold an audience that was made up of both adults and children; it was like drinking beer and milk. Both are good drinks, he added, but when mixed the results are sometimes unfavorable. He told the children that the war would bring them something they had wanted and needed for a long time—discipline. As for the parents, he added, it was about time that they learned to impose discipline. He then revealed the following formula for becoming a great writer: "Ask grandpa for a dictionary for Christmas. Then buy a bottle of ink, a penpoint and a penholder. Then steal some paper from a hotel—they're not so liberal with their stationery as they used to be, but I suppose it can be managed. Then open the dictionary, which has 200,000 words. You can put these words together in such a way that someone wants to read them."

Dr. Erling M. Hunt, Professor of History, Teachers College, Columbia University, in a recent October issue of the *New York Times* has given some very timely facts in regard to the present controversy regarding the teaching of American History in the United States. He considers that on the whole a credible teaching of the subject has been done by the schools of the country from the primary grades through college. He puts the teaching of American history as a chief source not only of information necessary for effective citizenship but of loyalty and sound patriotism. He holds that during the past years attention from primary grades through high school to American History, American life, and American institutions has steadily increased. In public high schools American history is a universal offering and a universal requirement for graduation. In about half of the forty-eight states the legislatures have enacted such a requirement, but the laws are unnecessary. Every school board or high school faculty enforces the requirement. The fact that citizens who have not gone to high school lack fundamental training in American history is granted, but if they have attended school at all in the primary grades they studied heroes and holidays, and in many communities in the three years of the intermediate school they studied American history from the Norsemen to the present. He admits some criticism is just in spite of the fact that we have a universal offering of American history. This is due to some four points.

First, American history has steadily broadened in scope. Textbooks have doubled in length in the past twenty years. Consequently, the more we try to teach in a given amount of time the less time we have to teach anything well. Second, as high school enrollments have increased more and more, "low ability" pupils come to high school. Many cannot read well and have little interest in learning. We need to select a limited amount of basic information for these pupils and to use more motion pictures and other non-reading materials in teaching them. Third, many pupils are bored by the repetition of the same facts presented in the same pattern. Pupils who study American history in three cycles and for a total of six years need more variety in approach than is provided. Fourth, many teachers have been assigned to American history classes who have not been adequately prepared. They fall back on uninspired drill that kills interest and leaves pupils with a distaste for what should be a favorite subject.

One result already apparent from the speed-up of college and university training is perhaps the permanent ditching of the two- and three-hour per week courses so prevalent for decades. Fifteen hours of work per week in three courses of five hours each have been tried out in many places. At Knox College such a program has been hailed as a success. The professors find it is a time-saver as it eliminates review. The student gets his bearing more swiftly, discovers where he stands, how much he is assimilating, and his concentration is not dissipated.

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Western School News

Edited by MORRIS WAGNER

NEWS NOTES

W. L. Walker, who has been in Downey, California, for the past thirteen years as teacher and vice-principal of the junior high school, has taken over the duties of superintendent of Downey's secondary school system. Mr. Walker was appointed to fill the vacancy left by C. C. Carpenter, now assistant county superintendent of Los Angeles schools. Born in Stephen, Minnesota, Mr. Walker graduated from the high school there. He received his Bachelor's degree at the Macalester College, St. Paul, and his Master's degree from the University of Southern California. He was at Northwestern University, Evanston, Illinois, for a quarter, and also at the University of California, Berkeley, for the same length of time.

W. L. Walker

Mr. Walker enlisted in the United States Army during the last war in the 89th Division in France, and was with the army of occupation in Germany from November, 1918, to May, 1919. The following year he was with the Civil Service as a teacher in the Philippine Islands.

B. O. Wilson, Superintendent of Schools, Contra Costa County, writing in the current County Bulletin, gives effectively the work of our schools and the attitude of our civilization at the Christmas season in a world at war:

"The translation of the Christmas message into positive effort where all-out war is the motif may seem impractical. I do not believe it to be so.

"The school program will be effective promoting the ideal of peace and good will among men, if the method and procedure used in the school are designed to make democracy function.

"I believe so implicitly in the adequacy of democracy at work that I am confident its functioning in the school will enhance the effectiveness of its graduates in promoting our victories at arms. It will also prepare for the peace that will be more than a truce.

"Our schools have been most effective in adapting themselves to the needs of the war. Practicability is the demand voiced for what is done. We shall meet the issues of the ensuing year in the same practical manner, measuring our decisions in the light of the needs of democracy in action.

"We have faith in our institutions because they are right; we trust our fighters for they are of us; we have pride in our courage for it has never been wanting. Therefore, Christmas Greetings may ever be cheerful; we shall have a MERRY CHRISTMAS!"

An Extensive Nursery School Program for the children of California's working mothers is well under way with Helen Heffernan, Chief, Division of Elementary Education, in charge of the administration of the Lanham Act. Miss Heffernan is working against time to meet the demands from various California communities where the problem is most acute. The program involves: making provision for the care of infants under the age of 2 years; setting up an extensive nursery school program for children 2 to 5 years; and finally establishing a program of all-day care of children from 5 to 16 years.

In September, 1942, over 100,000 women were employed in California war industries, and by March, 1943, the U. S. Employment Service estimates there will be 200,000 women engaged in war industries. Inasmuch as the war industries are eager to employ younger women, the problem of nursery schools and all-day care of elementary school children becomes a stupendous one.

Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, was an active participant at the convention of the Missouri State Teachers Association held in Kansas City December 2-5. On December 3 Miss Heffernan spoke to the Division of Elementary Education on the subject "The Elementary Schools Meet the Challenge of 1942." She addressed the Division of Elementary Education again on December 4 on the subject "Children's Interests in Friendship," and on the same day spoke to the Division of Rural Education on "The Rural School and Our Unfinished Task." On the last day of the convention there was a breakfast meeting at Pi Lambda Theta with Miss Heffernan speaking on "Inter-American Education and the War Effort." Stanford's J. Paul Leonard, now with the Consumer Division, Office of Price Administration, Washington, D. C., was another Californian participating. Mr. Leonard spoke on "The School and the Home Front."

Preparation of American Youth for a world at war, with accent on the growing importance of aviation now and after the peace has been written, was the theme of the San Diego County Teachers' Institute held November 23-25, and attended by more than 1000 county instructors. Rationing this year made it necessary to hold more local sessions in rural areas for teachers who could not travel to San Diego. Such sessions were held at Escondido Union High School, Fallbrook Union High School, Oceanside-Carlsbad Union High School, San Dieguito Union High School and the Vista Unified District High School.

Dr. Edwin A. Lee, Dean of the School of Education, University of California at Los Angeles, was the principal speaker at the opening session of the Institute, lecturing on "Education and War."

Dr. F. W. Hart spoke on "Education for the Air Age." Dr. Hart is educational consultant of the Civil Aeronautics Administration, representing the U. S. Office of Education.

"The School Curriculum and Aviation," was the subject of an address by Dr. Cornelius H. Siemens, assistant professor of education at Berkeley. Dr. Richard T. Madden of San Diego State College outlined "The Function of the Elementary Schools in the National Emergency." Other speakers were Miss Robert Ethel Phillips, who talked on "Air Conditioning Youth;" Arthur E. Corey, secretary of C. T. A., Southern Section, "The Teacher Organization and the War," and Mrs. Lillian Mohr Fox, supervisor of elementary music education, Pasadena.

UNCLE SAM'S SECRET SERVICE SUPPRESSES CRIME BY EDUCATION

By Thomas B. Foster

Supervising Agent (California, Arizona, Nevada and Hawaii)

The United States Secret Service, a division of the Treasury Department, was organized in 1865 to suppress counterfeiting. This still remains one of its principal duties, secondary only to the protection of the President of the United States, members of his family and the person of the President-elect, which duties were added following the assassination of President McKinley in 1901. Further duties have to do with the suppression of government check forgeries and other violations of law relating to the Treasury Department.

Since its inception, Secret Service agents have been known for their skill and untiring energy in the pursuit of counterfeiters, but notwithstanding this, after the close of World War I the making and passing of counterfeit notes increased to an alarming extent which overtaxed the efforts of the Secret Service to suppress them.

Particularly prevalent was this crime in New York City and the adjacent metropolitan area. For many years the U. S. Secret Service in a minor way had educated the public in the detection of counterfeit money through warning circulars to banks, retailers and limited personal contact. In 1937 its new chief, Frank J. Wilson, thought this limited educational effort should undergo a wholesale expansion. He sent a large corps of agents to New York City with instructions to contact tens of thousands of money handlers personally and instruct them in counterfeit detection methods. At that time counterfeit money losses to the public were running over one and one-half millions of dollars per year. The results of this initial campaign were so encouraging to the Secret Service and so discouraging to the gangster-counterfeiter as to make Chief Wilson feel that he had struck high grade pay dirt and Chief Wilson determined upon an intensive educational program through the facilities of the Secret Service and cooperation of school boards, bankers, local police and others interested, in order to reduce counterfeiting to an absolute minimum. It was decided that special attention should be devoted to having school departments adopt the Secret Service "Know Your Money" booklets as texts to be used in classroom studies, as the students of today will be the money handlers of tomorrow and such classroom work would train them not only in the detection of bad money but would also give them a better understanding of other related matters concerning the money of their country. Investigators became educators, and the Crime Prevention Through Education program was initiated.

It can easily be understood that the transition of Secret Service agents, schooled in the investigative traditions of the Service, from concentrating all efforts on the apprehension of counterfeiters to teaching the public how to detect counterfeit money, was so decided a change that it could not be quickly accomplished. For instance, take my own case. I have been in the Secret Service for over 41 years and had not set foot inside a schoolhouse for many years, had no occasion to meet school boards or to keep up to date with modern educational technique such as visual aids, teachers' guides, and other new school procedure, but rather suddenly I found it necessary to contact school authorities and to discuss educational problems or theories that were entirely new to me. Chief Wilson has frequently commended the agents for their versatility and their vision in recognizing that new methods must supplement old ones and their ability in adopting the educational program and has also publicly stated that he was actually astounded to see the quick transition which took place.

The educational program proceeded along broad lines. Leaflets describing counterfeits and detection methods were distributed by the millions. Full use was made by the Secret Service of audio-visual aids. A sound motion picture depicting the arrest of passers of the "queer" was made, and Lowell Thomas is commentator. It shows how to detect counterfeits and includes pertinent information on the prevention of forging of government checks, and it has been shown by Secret Service agents 24,910 times to 7,573,000 persons. Actual pictures of genuine and counterfeit notes were reproduced in the film with special permission of the Secretary of the Treasury, Henry W. Morgenthau, Jr. A 32-page booklet, called *Know Your Money*, profusely illustrated with pictures of counterfeits and enlarged sections of bad bills and supplemented by teachers' guides was printed by the Service. A study unit is now being prepared by educators in the office of the National Education Association to aid school boards and especially teachers and to assist in implementing the study of the detection of counterfeits in the secondary schools.

The Crime Prevention Through Education program was found to be not only an innovation in criminal enforcement annals but of interest to sociologists as an outstanding example of social control. For the first time the theoretical concept of prevention was applied nation-wide to crime and found to be workable and of a measurably greater effect than the time-worn use of the prosecution and imprisonment deterrent. Counterfeiting had been reduced in less than 5 years to a startling all-time low of less than $50,000, a reduction of 93 per cent!

The program is finding its way naturally into economics, banks and banking, mathematics and consumer education courses. Textbook publishers through the school editors, have requested material for the use of their school book authors. The whole vast field of money has been enlivened and given new interest and impetus through the use of the counterfeit detection information.

As sound as the Crime Prevention program was now known to be, it was a gratifying surprise to Chief Wilson to observe the increasing use being made of the innumerable ramifications of the Crime Prevention material in the social studies field. The program has proved of great value in the field of juvenile delinquency. For the first time the educator and sociologist have a concrete preventable crime with which to work. The younger student has the opportunity to see prevention in use. The school program puts him in touch with the visiting agent-lecturer, at school assemblies or in a conference in the classroom. This establishes an unforgettable contact with a law enforcement agent. The agent is able to deglamorize the criminal in the adolescent mind, to picture vividly the futile and disastrous path to easy money, to point out the ease with which a young career can be cut short by indiscretions. The teacher now has available not only the services of the agents and the materials furnished by the Secret Service, such as the use of the *Know Your Money* film, the *Know Your Money* booklet, and the various teacher aids, but has a vantage point from which general crime prevention material can be taught.

The citizens of the United States are perhaps the least informed of all persons concerning the physical aspects of their currency. Through the Secret Service program of Crime Prevention Through Edu-

UNITED STATES SECRET SERVICE

Treasury Department

KNOW YOUR MONEY!

How to Detect Counterfeit Coins

Drop Coins on a Hard Surface

Genuine coins have a bell-like ring.

Most counterfeit coins sound dull.

Feel All Coins

Most counterfeit coins feel greasy.

COMPARE questionable coins with known genuine coins of the same denomination.

Corrugated Outer Edge

of genuine coins is even and regular.

Edge of counterfeits is uneven, crooked, or missing in spots.

Cut Edges of Questionable Coins

Most counterfeits can be easily cut with a knife.

Genuine coins are not easily cut.

Test Coins with Acid

A drop applied to cut edge, or on a scraped portion, will blacken most counterfeits.

Acid will not discolor genuine silver coins.

Formula—Acid Test

Silver Nitrate.....10 Gr.

Nitric Acid..... 1 CC.

Distilled Water.....30 CC.

You can buy this solution for a few cents in any drug store.

THE UNITED STATES SECRET SERVICE PROGRAM OF

Crime Prevention Through Education

has reduced 93% the losses suffered by victims of counterfeit money passers since 1936.

Every Counterfeit Bill is a Silent Thief

To get a copy of the 32-page Secret Service booklet, "KNOW YOUR MONEY", fill out this coupon and send it with 10 cents in coin or stamps to the SUPERINTENDENT OF DOCUMENTS, WASHINGTON, D. C.

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CITY.....STATE .....

cation, Chief Wilson expects to educate Americans to be the best informed. Soon with your help as educators, every high school student will graduate fully informed about genuine currency, its spurious counterpart and those who attempt the latter's manufacture and passing, the counterfeit-gangster.

The Crime Prevention Through Education program has become as much part of the duties of every Secret Service agent as his skill in investigations and his knowledge of crime and criminals, and the Service incorporated a long range program of education as a permanent method for future use in fighting the criminals who counterfeit the money of our nation. The educational facilities of the Service have been endorsed by the U. S. Office of Education and the National Education Association. Chief Wilson offers them to every school administrator and teacher through your nearest Secret Service office.

AMERICAN SEATING COMPANY DESIGNS WOOD FOLDING CHAIR

The American Seating Company, Grand Rapids, Michigan, has long furnished substantial quantities of seating equipment to all branches of the nation's armed forces. Product in greatest demand was the company's all-steel folding chair, which was also experiencing pyramidal distribution to schools, churches, auditoriums and countless peacetime markets.

When it became apparent that use of steel would be limited to direct war needs the research and development departments of American Seating Company began to work on a wooden folding chair that would meet government requirements for strength, comfort, rigidity and serviceability, and thus fill an essential wartime need. In the progress of this development government and company engineers collaborated effectively. The American all-service wood folding chair was adopted as a standard folding chair design by government purchasing authorities.

The company reports that increased facilities for the manufacture of these chairs now makes it possible to fill government requirements and at the same time to offer the chairs for civilian use. In combination with the all-wood American universal table, a wide range of utility is provided for school use in classrooms, library, study halls and cafeteria. Used alone, this chair serves admirably as supplemental seating wherever the need exists.

WARTIME ADMINISTRATION IN THE LOS ANGELES CITY SCHOOLS

By Vierling Kersey

Hearing of the reorganization of the administrative offices in the Los Angeles school system, we asked Superintendent Vierling Kersey for an article outlining the plan and its aims. Mr. Kersey is exceptionally well-equipped to put a school system on a war service basis, and to steer a course in education for a world at war and its aftermath. He has also been aware for many years of the necessity for improving our Latin American relations. This awareness was his reason for studying Spanish, which he speaks fluently, and for encouraging its study in the Los Angeles schools.

The past year, between December 7, 1941 and December 7, 1942, represents an era in American history. It represents an epoch in American education. Every school has become a war service center, an information post, a safety spot, and a community meeting place for the pupils and the entire neighborhood. Today, everyone knows the school and the school knows more of the neighborhood than anyone else. The schools never close in danger times; they render the child and the citizen complete and continuous service and care. The schools are providing capable and ample help and cooperation for all emergencies that can be anticipated.

In order to streamline school administration to meet the needs of all-out wartime effort, the organization of the Los Angeles City Schools was more strongly centralized at the beginning of the present year than heretofore, in order that already anticipated responsibilities for the school year might be undertaken with as much advance preparation as possible. Briefly, the major changes made, thus far, include:

1. The centralization in one building of all superintending activities. Heretofore, these activities operated around the periphery of eleven hundred square miles of school district, being distributed among various "branch" offices, each of which was responsible for one of the districts of the Los Angeles City Schools, but some of which were not readily available because of the geographic situation for contact and conference.

2. The designation of heads for elementary and secondary curriculum which are attached directly to the Superintendent's office. Policies of the Superintendent's Office are expressed through these divisions. Those engaged in supervision and administration in the schools, in the supervisors' offices, and in the offices of the assistant superintendents have coordinated all efforts to see that these policies are effectively accomplished.

3. The three assistant superintendents in charge of administration of the elementary schools are responsible for the administration of these schools for the Superintendent's Office. The elementary schools are divided into three groups. One group in the main represents the central and metropolitan district schools; another group represents the San Fernando Valley, northeast, and eastern section schools; and the third group represents the west, south, and southwest section schools. The respective duties of the three assistant superintendents are specified as follows: one assistant superintendent acts as chairman of the group dealing with problems of administration, transfer of personnel, and general administrative problems arising in the elementary schools; a second assistant superintendent acts as chairman of the group dealing with all problems of relationships of elementary schools to war activities, community life, and the general problems of public relations during a time of emergency; and the third assistant superintendent acts as chairman of the group having responsibility for seeing that the policies, methods, and activities proposed by the Superintendent's Office for the educational advantage and purposes of children in the elementary schools become an effective reality.

Vierling Kersey

Now nearing the close of the first semester of the school year of 1942-43, we can report that these changes have proved of definite effectiveness in making it possible to speed up achievement toward those necessary and essential objectives of wartime administration and education. Here, in brief, are some of the results achieved.

The Elementary Curriculum Section has been organized for full wartime effectiveness, based upon three new publications prepared by the section. The first is the *Course of Study*; the second is the *Instructional Guide for Teachers of Elementary Schools*; the third (now in preparation) is a *Source Book of Materials*. These insure a more unified instructional program in each subject area, a greater understanding of the objectives, methods, and techniques of teaching, an evaluation of pupil learning of elementary school subjects, and a better quality of instruction. Definite standards for pupil accomplishment, appropriate to the age and individual ability, are established. Desirable criteria for planning the daily program are made available.

The present elementary curriculum helps to answer the challenge today to find a place for every man, woman, and child to work swiftly, effectively, and cooperatively, in a job of greatest magnitude —winning the war. This job demands sound judgment, a keen and alert mind, a sound body, and the ability to coordinate mind and body. The curriculum insures for each pupil the greatest possible skill in the use of the fundamental processes of reading, language, spelling, handwriting, and arithmetic; a knowledge and an appreciation of the stirring historical drama of American history; an understanding and appreciation of this great, new air-age; a knowledge and appreciation of the new concepts of global geography; an opportunity to experiment in the field of science; an introduction to the use of Spanish; a productive and effective program of health and physical fitness; a development of manual skills through Junior Red Cross activities; and mental stamina which produces the will to win.

The junior and senior high schools have moved to the attack on all fronts and in all areas during this present school year. Based upon the defense program of last year, the present secondary course of study has consolidated plans and coordinated efforts for the big offensive now under way. "On the Target"—a wartime publication sent to all the schools —gave the command, sounded the call to the colors, defined the objectives, and laid down the plan of attack for each principal, teacher, and pupil in each subject field or area within the school system. Instruction, supervision, and administration have all been geared toward the total war effort.

The following wartime objectives are the bases for instruction in every subject

field: health and physical fitness, military and industrial training, conservation, civilian defense and community service, morale and unity, world affairs, air-mindedness, and consumer guidance. Pre-induction courses have been set up. Military advisers are working in each high school. Aeronautics majors are offered including courses in maintenance, servicing, construction, piloting, navigation, and engineering. Special Victory Classes in typing, shop, science, mathematics, Spanish, and drafting are organized in each junior and senior high school during, before, and after school hours. Victory Squads for labor and service have been organized in each school to meet the agricultural, industrial, and business needs of each community. Salvage, conservation, and the processing of essential materials are part of every school program. Current publications have provided plans and motivation in each area of attack.

The centralization of all superintending activities has facilitated and implemented many of these activities during the present school year. It has enabled us to work together more closely. It has promoted a unity of thought, anxiety, purpose, and plan which have resulted in action, dynamics, and work. It has kept us all informed as to the great change which education is experiencing. It has made possible many moves through teaching, service, spirit, materials of instruction, and products of instruction to make every school attitude, activity, product, and effort contribute to prompt victory as far and as all-out as we can. Working closely together in one building, we can plan. Together we have something which exceeds the sum total of what each individual added to every other individual sums up to. In "togetherness" we have found the plus which makes us ready in this heavy-duty year.

Harvesting of crops is a good example of what can be accomplished as teachers and pupils work together, Ventura County schools have found. Between 2500 and 3000 pupils and teachers assisted in the crop harvest in this county. Through their efforts thousands of dollars' worth of crops were saved which otherwise would have perished.

In the main the conditions under which these boys and girls worked were fine, and all have profited by this work experience. From the growers there is nothing but praise for the splendid spirit shown by those who worked and for their willingness to help in a dire emergency.

CALIFORNIA POLYTECHNIC RELIEVES FOOD SHORTAGE

When the country is faced with food shortage because of lack of manpower due to the draft and to the unwillingness of men to work in the fields when they can get more money in industry, the always valuable work of the California Polytechnic School becomes vitally important. The following items are taken from Dr. Walter F. Dexter's Report to the Governor's Council for November, 1942.

During the past month some 52 students of the animals department have been busy getting their project (student-owned) animals in top condition for the annual Great Western Livestock sale show at Los Angeles, December 1-5. The boys will market over $12,000 in livestock which they have been feeding out as student-operated projects since the beginning of the fall quarter. California Polytechnic's unique project system has again proved its value—this time by helping the nation's vitally important food production program while at the same time giving the students practical experience in the most efficient and satisfactory methods of feeding and managing livestock.

The poultry department has already received more advanced orders for 1943 chicks from high school Future Farmer chapters throughout the state than ever before. Trying to keep up with the increased demand for all poultry products has been hard on the poultry department which, like all colleges, has lost some of its most experienced students, but those remaining have pledged themselves to work longer hours to insure continued high production of poultry products.

During the Thanksgiving period the students marketed about 150 turkeys which were raised as part of poultry project system. Many local residents of the city have come to depend on the Polytechnic poultry department not only for fresh eggs, dressed chickens, but also for their Thanksgiving turkey.

Results of the California Egg Laying test at Modesto for 1941-42 were recently released and show the pen of 26 White Leghorn student-owned pullets placed fifth. Of this pen of 26, five of the hens made records of over 300 eggs laid in the 365-day period. This pen is the only student-owned pen competing in any national egg laying test in the United States.

During the month officers of the various armed services enlisted many California Polytechnic students in one or another of the enlisted reserve programs. Medical officers expressed their pleasure at finding a higher percentage of healthy students at California Polytechnic than they had found at any college previously visited—only ten per cent failed to pass the rigid physical examination.

STEPHENS COLLEGE GOES "ALL-OUT" FOR BASIC LANGUAGE SKILLS

The *Stephens College News Reporter* contains the following article:

"The hoary fallacy that skilled use of language as it relates to clear and accurate expression is properly the exclusive concern of the student and teacher of English, and that standards for writing and speaking obtain only in a few lonely classrooms has been a strong deterrent in education's struggle to insure, on the part of the student, a reasonable competence in the use of English. Accordingly, Stephens faculty members are joining forces in an attack on this ancient problem.

"The opening of the present term found every member of the faculty pointing out to his students that accurate and effective expression is indispensable to effective work in the course. Thus, in every responsible job, the student knew from the start that gross errors in grammar and usage, fragmentary construction, inaccurate spelling, careless or untidy manuscript form, and inaudible speech would reduce her effectiveness as a worker and would be attended by consequences.

"The faculty has decided that, as work in every area goes forward, the teacher will—in the common job of building and sustaining good student practice in writing and speaking—report at frequent intervals the instances in which he has asked that unsatisfactory written work be re-written, or in which, after conference with the student, he has reduced the grade or credit for the job, or in which he has referred to the staff of the basic language skills course (for special assistance) a student who obviously is deficient in language ability.

"These reports make it possible for the central committee on language skills—which represents every division of the college—to know from week to week how much is being done, and where, and how, and by whom, in the campaign to insure that in actual practice standards of expression take and hold the central place of emphasis which no theory has ever denied them. This committee is responsible for advising and assisting any individual teacher in the problem of setting and sustaining standards.

Library News

Edited by MABEL R. GILLIS, State Librarian

CALIFORNIA LIBRARIES AND THE WAR

This article is continued from the November issue of The Western Journal of Education.

Publicity for War Information Service

Realizing the wide general interest in questions such as are asked at War Information Centers several public libraries publish selected items regularly in their local newspapers.

Los Angeles Public Library was one of the first to set up a War Information Desk and to give publicity to its work. Growing out of an article in the *Los Angeles Daily News* headed "Just Ask the Library Any Defense Question" a regular column "Wartime Information Given by Library" now appears in the same paper. Selected questions of particular interest are published with their answers. Typical requests relate to: unemployment insurance for enlisted men; requirements for becoming a member of the Red Cross Motor Corps; entering the government service as a translator; the possibility of mobilizing women for war work; tire rationing and retreading. One inquirer even wanted to know what to do with cats, dogs, and other pets during a blackout or air raid.

In addition to question and answer releases the library columns include booklists on subjects of current practical interest. A recent list issued by the Berkeley Public Library covered titles on aviation grouped under the topics: construction and equipment, aerodynamics, navigation, military aeronautics and aircraft identification. The Richmond Public Library in a news item listed the subjects in greatest current demand; these were welding, plumbing, electric wiring, radio equipment, automobile engines, sheet metal work and personnel training.

Exhibits as well as newspaper articles have been used to draw attention to library resources. In cooperation with the Los Angeles County Museum the County Public Library exhibited a collection of strategic minerals at the Maywood Branch. In at least two cities, Los Angeles and Marysville, the public libraries maintain exhibits at the City Hall as well as at the library.

Books Go to the Workers

The Richmond Public Library has set up a deposit of technical books on shipbuilding in each of the local shipyards of the Richmond Shipbuilding Corporation. The books are to be used in the in-service training program carried on by the Personnel Director of the company. A special issue of the Richmond Public Library's Bulletin was given over to technical books. Copies of the Bulletin were distributed to labor union halls, training schools for welders, the State Employment Office and to all of the shipyards. The Public Library at Chula Vista has prepared lists of technical books for employees of the Rohr Aircraft Factory.

Libraries Serve Army Camps and Housing Projects

In many places throughout the state branches and stations have been established in army camps by the local city and county libraries to fill needs of the men until the regular army library service has been organized. For example, branches have been set up in the larger camps in Kern County by the County Library. Here, in some cases, there has been supervised W. P. A. assistance to carry on the work. The Palo Alto Public Library has sent several hundred books to army and navy units in the vicinity. The Sausalito Public Library provides books for the soldiers at the five army camps in the area and at the army hospital at Fort Baker. There are numerous other illustrations of this service.

The Santa Barbara County Library has established branches in the Hoff General Hospital, the Migrant Labor Camp and the Conscientious Objectors' Camp. Service is also given directly to troops on patrol duty along the coast and at the lookout stations in the mountains. Through the branches government geologists prospecting the strategic minerals in the Cuyama Valley and aviation cadets at the Hancock School of Aeronautics are served.

A new station was established by the Long Beach Public Library which is open one afternoon each week. It is intended primarily to serve families living in the Navy Housing Project and the defense housing project. Owing to tire shortages and other transportation difficulties the Marin County Library established a new branch at Inverness. At San Diego a branch was established in the Linda Vista housing area where the federal government has built 3,000 homes to take care of the great influx of aircraft workers.

Local War Agencies in Library Buildings

Public library buildings have been put to a variety of uses in furthering the war effort. Suitable rooms and basements have been converted into blackout quarters, bomb shelters, offices for rationing and selective service boards, headquarters for air-raid wardens, and as classrooms for nutrition, child care, first-aid and civilian defense groups.

Among the more unusual war activities housed in library buildings are the marine recruiting headquarters for the vicinity which has been set up in the Concord Branch of the Contra Costa County Library, fingerprinting at the Long Beach Public Library and the federal civil service examination quarters in the basement of the public library at Hemet.

The activities of librarians as individual members of the community include duties as air-raid wardens, auxiliary firemen, secretarial work for the Red Cross and Defense Council, first-aid training, home nursing, canteen and civilian defense instruction, airplane spotting and service on rationing boards.

Librarians work in some of the temporary wartime libraries, too. At Monterey and Petaluma, for example, the U. S. O. reading rooms are checked regularly; outworn material is removed and replaced by new books and magazines. Special mention should be made of the Seaside Library in Ventura County. The Red Cross and the U. S. O. are sharing in the maintenance of the recreation center at Seaside Park which also houses the branch library. Games, cigarettes, oranges, cookies, magazines, and books are on hand for the use of men in uniform. The library staff cooperates in keeping the cooky jar full and has other responsibilities at the center in addition to maintaining the branch.

Many members of the Ventura County Library staff have had training as fire fighters and fire watchers. The latter are on duty during air raids and alerts guarding the library and watching for fires. To facilitate this work a stairway to the attic was installed, a catwalk added, and eight hatches built in so that the attic can be used for fire watching. The branches of the Ventura County Library are all equipped with fire apparatus.

In a number of cities the staff of the Public Library has received special training in Red Cross registration work in connection with evacuation or disaster. In most cases a complete staff organization has been set up to take over this responsibility in an emergency.

The pressure of war service has given a new emphasis to library activities. It has created new fields of service, literalized registration and circulation rules, and it has awakened in librarians a sense of reality and values which stresses "first things first." The librarian's task is primarily to bring books and readers together—to locate and make available information. In the past circulation was the barometer of library activity and the measure of library service. At present in the face of increased activity, busy reading rooms and mounting reference work, circulation declines. As public library service increases in significance, the traditional measure of service loses meaning.

NEWS NOTES

Evalyn Peat, Librarian of the Tehama County Library, was appointed Napa County Librarian, effective November 15. She succeeds Elizabeth Paterson who was married on November 9 to Robert B. Barnes. Mr. and Mrs. Barnes are living in Cambridge, Massachusetts. Mr. Barnes is on leave from the National Broadcasting Company to do radio research at Harvard University.

Mrs. Alice Frederick, who has recently been in charge of the Chowchilla Branch of the Madera County Library and who has had ten years of library experience, was appointed county librarian of Tehama County taking office December 1.

Margaret Craig, formerly Librarian of the Oroville Public Library, is now Librarian at Camp Beale near Marysville. Miss Craig spent thirty days at headquarters of the 9th Service Command at Fort Douglas, Utah, before taking the position at Camp Beale. All librarians entering the army service in this area have this preliminary orientation work at Fort Douglas. About the middle of December there will be a second librarian at Camp Beale, Louise Nesbit, until recently a member of the Salt Lake Public Library staff. She will be in charge of the library of the 13th Armored Division.

Emily Jackson of the Pasadena Public Library has been appointed librarian of the War Library at San Diego for the Division of National Defense Research, United States Navy Yard and Sound Laboratory.

Grace Taylor, Librarian of the Sacramento City Library, has been relieved of active duty in that capacity to assume responsibility for organization of the Block Plan in Sacramento. It was her responsibility to appoint five zone leaders and to assist them in appointing leaders under them in divisions and sections until eventually the whole city is organized so that one person on each block is responsible for everyone in the block receiving information about all salvage drives, rationing plans, and other wartime efforts. Miss Taylor spends one hour a day at the library and the remainder of the time on this organization work. In the meantime, Ethel De Witt, Assistant Librarian, is acting librarian in Miss Taylor's place.

Jane E. Zink is librarian of the Tule Lake Relocation Center for Japanese, Post Office Newell, Modoc County. Miss Zink, who had her library training at San Jose State College, is responsible for the administration of the community library and also for the elementary and high school libraries.

The Huntington Library and Art Gallery at San Marino has suspended its rule requiring reservations, the trustees have announced. Officials said the rule was changed to accommodate service men and visitors and to eliminate unnecessary telephone calls.

California Library Association

The California Library Association cancelled its annual meeting for 1942 and therefore there was no election of officers this year. However, Mabel Inness, who has been President for the past year, resigned and Clara B. Dills, Librarian of San Mateo County Library who was Vice-President and President-elect, succeeded to the presidency. Doris Hoit, Librarian of the Pasadena Public Library, has been appointed First Vice-President to succeed Miss Dills. The new editor of the Bulletin of the Association is Coit Coolidge, Librarian of the Richmond Public Library. He succeeds Grace Murray of the California State Library staff. The executive secretary of the California Library Association is Ottilie Miller, former secretary to Joyce Backus, Librarian of San Jose State College. Miss Miller succeeds Mrs. Jean Casad Bishop who resigned to take up home duties.

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Book Reviews

From Ginn and Company

LATIN AND THE ROMANS, Book Two. Price, $2.12. This is the second book of a modern two-book series for high schools which gives the student proficiency in the Latin language itself and at the same time contributes to his all-round intellectual and social development by giving him a vivid picture of Roman life and its importance to us today. The book is divided into five units. In Unit I the student reviews the reflections, principles of grammar, and vocabulary of the first year. Short lessons consist of connected reading based on the story of Aeneas, followed by exercises. In Units II through IV, the student extends his knowledge of syntax, inflections, and vocabulary in lessons similar in plan to those of Book One. The learning of grammar grows directly out of the need the student sees for it in the reading. Latin and English are closely coordinated. The readings of these units have been adapted from a number of Latin authors. Unit V provides readings in Caesar. These consist of selected passages from the *Commentaries on the Gallic War*. The carefully selected reading broadens the student's knowledge of the development of Roman power, of political and social institutions, and of the great Romans. In addition to the reading in Latin there is much well-written background material in English, with provocative questions to stimulate comparison and contrast of America with Rome.

From the Santa Barbara City Schools

FORWARD WITH FREEDOM. This is the third booklet in the series including *Your Emergency Guide* and *You Are America*. The new booklet was prepared by members of the Santa Barbara teaching staff, under Superintendent Curtis Warren, to help pupils develop a concept of democracy, not only as it is in our own country, but as it is in the other democratic countries of the world. It is pointed out that although each democracy has its own pattern of government all have the same high ideals. These ideals are then dealt with, showing what they are and why they are worth fighting for. Alongside this picture of democracy is spread the picture of fascism, its ideals, and what the fascist countries are fighting for. The danger of fascism to democracy is clearly presented so that pupils may understand. Suggested plans for the peace are indicated.

This booklet was prepared to meet the need of boys and girls for a book of their own, one which they could understand, study, and ponder. It gives the classroom teacher an organization of materials that may help her in presenting world problems to her class. It offers suggestions for activities, visual aids, and a short bibliography. The publication is available through the office of the superintendent of the city schools. To cover the cost of printing, mailing, and handling there is a charge of twenty-five cents.

From D. C. Heath and Company

BASIC MATHEMATICS. Walter W. Hart. Price, $1.20. This is a survey of secondary mathematics for students who are preparing for service in the armed forces and industry, or for study of pure and applied science, including engineering, in colleges or other schools offering technical training. It is designed for upper grade students, girls as well as boys.

Investigation of the mathematics needed in navigation, in aeronautics, in artillery practice, and in certain trades revealed a wealth of interesting practical problem material. The problems will acquaint students with the meaning and significance of scale drawings, of a much-used scale of decimal equivalents, rivets, steel plates, templates, time expressed in the twenty-four-hour system, the airplane wing, its chord and camber, lift and drag of a wing, nautical mile, knot, bearing, course, wind-drift angle, magnetic variation, and many other applications.

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LONDON SUCCESS COMES TO CURRAN THEATER

The Corn Is Green, the Emlyn Williams play in which Ethel Barrymore has scored one of the greatest successes of her career in the theater, comes to the Curran Theater, San Francisco, for a limited engagement beginning Christmas Night . . . with matinees on Wednesday and Saturday. There will be no Sunday performances.

On Broadway *The Corn Is Green* created theatrical history from its very start. It won the New York Drama Critics Prize for the best imported play of the year, concurrent with the award to Mr. Shumlin's production of *Watch on the Rhine* as the best American dramatic work. Miss Barrymore set a new record for herself, surpassing even her own performance records in *Declasse, The Constant Wife* and her other triumphs and was the recipient of numerous awards and plaques for the best performance of the season.

Inspired by the memories of the author's own youth, *The Corn Is Green* is an entertaining and heart-warming story of a forthright Englishwoman who battles the ignorance and stupidity of centuries in an effort to bring the benefits of enlightenment to a remote Welsh village. Meeting with opposition from the local gentry and indifference from the youngsters whom she seeks to assist, she is about to abandon her project when she discovers a spark of genius in a truculent young man. Under her guidance the lad applies for an Oxford scholarship and his quest takes on, in the eyes of the villagers all the excitement of an all-important sporting event.

Blossom Time, with Everett Marshall starred in the leading role, comes to the Geary Theater Sunday afternoon, December 20 for a two-week engagement. There will be an extra midnight performance Thursday, New Year's Eve. The matinee days are Sunday and Saturday.

Adapted by Sigmund Romberg from the Melodies of Franz Schubert, the music is both ageless and timeless. It is even more popular today than it was a hundred years ago, and with each generation its audience increases.

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Founded in 1895 by Harr Wagner

Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education

Miss Heffernan is in charge of administration of the Lanham Act, to provide care for the children of defense workers

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January, 1943

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

As one surveys the press and talks with school people across the continent, the report is that the times have created a wave of unrest among the youth of the land that, if unchecked, will get more out of hand than it has in certain parts of the nation. The question of juvenile delinquency has always been a portion of the problem facing the schools. There always have been obstreperous youths of both sexes who have needed restraint and guidance in keeping to the norms of good behavior. It is one reason we have teachers, principals, truant officers, juvenile courts, etc. What is being commented on is the apparent break-down in respect for law and order, the disregard of parental control, a hell-bent-for-election attitude all out of proportion to the general number of such cases in a normal school population of times past. The blame is being placed upon several diverse factors.

First, naturally, is the effect of the war upon the emotions of the adults of the land. Small wonder that such confusion in the minds of adults has siphoned over into the minds of the youth of the land, leading to a disregard of the niceties of living. Many blame this break-down of morale upon the parents. It is said they have not instituted respect for authority and obedience to commands in their own homes, and consequently no respect for such things in the outer world. Blame is being put upon the home because in many cases both parents are working in war industries and no one is home to keep the children in check. In many homes the children are running the streets, and this consistently turns toward waywardness.

Then the school, where progressive education has been adopted as the basic form of procedure, is made the scapegoat, because in the activity program the child is made the center to do what he or she likes, and no set goals or standards of achievement are required by upper authority. Then, in many cities, the question of race is the cause of a great amount of the trouble. New York City, for instance, has been having a wave of teachers attacked by pupils and their parents. It has even had one murder. Certain teacher groups have called for more police protection of the schools. The superintendent of schools, Dr. John E. Wade, says that in a school system of more than a million children such instances of misbehavior as have occurred are bound to happen from time to time. He has acceded this far to the critics to admit and to recommend that in sub-areas that the teacher load be lowered, recreational facilities be increased, and there be a more concerted effort of all community agencies to unite in dealing with the problem of juvenile delinquency.

The Negro problem is something the Northerner so far has not come near solving and it has a decided place in this juvenile delinquency problem. New York City, along with other northern cities, has not found the solution. It is probably more evident in New York City than in other places because of the hundreds of thousands of Negroes concerned. The Negro is demanding his rights to citizenship, a place in industry alongside of the white man, and his share of governmental positions. Theoretically, in a democratic nation his rights are granted, but when it comes to working them out in northern cities there is dire conflict. One reason for a good deal of the trouble in our schools between white and black is caused by suspicion of discrimination when no discrimination is even thought of. The preaching in high places of equality for Negroes is approved, but no one yet has found how such equality can be put into force without causing much friction.

Mayor Fiorella H. La Guardia has been flayed by many because they say it is his cutting of school budgets that has brought about a teacher shortage, causing a heightening of the class load of each teacher. Others maintain that in the New York City system there are too many old line teachers, out of date with modern living, hired when shouting was the approved way of securing discipline, and now mere pay-gatherers. A high school student group had this as the basis of their bill of particulars and went so far as to advocate the pensioning of any teacher in the system who had advanced to the fossilized age of fifty years. It may be said that there have been very few young teachers admitted to the teaching ranks of the New York City schools during the past fifteen years.

Stung by the various tongues of criticism, Mayor F. H. La Guardia, on January 2 of this year, wrote a letter to Ellsworth B. Buck, president of the New York Board of Education, suggesting that more than 1000 teachers could be added to the teaching staffs if the board would take these three measures: 1. recall teachers now on sabbatical leave; 2. retire physically unfit teachers; 3. appoint substitutes as permanent teachers to replace the physically unfit. At present the rolls show that 2250 teachers are on sabbatical leave out of the nearly 35,000 teachers employed by New York City. This sabbatical leave has been of long years' standing and has permitted a teacher, or supervisor, or principal, or any of the assistant or associate superintendents after seven years to take a six months' leave of absence on half pay, the one-half deducted going to pay the salary of a substitute.

In many cases permanent personnel accumulate sabbatical leaves and take off a full year for study, travel, or rest. Mayor La Guardia writes that of these 2250 teachers on sabbatical leave 740 are between the ages of 60 and 70 years of age, and says undoubtedly many of them are physically unfit and should be retired. Mayor La Guardia writes: "I have not the break-down of the salaries, but a rough estimate would bring the total salary cost of these absent teachers to between $7,000,-

000 and $10,000,000 a year. It is quite true that this amount is within the total amount appropriated for teachers' salaries after one-half is deducted to pay substitutes. There is a distinct loss, however, in the services of the experienced teachers, and the underpaid inexperienced substitutes. Then, as you know, recently full-time permanent teachers are taking the place of sabbatical leave teachers, and in each case there is an additional cost to the city, with a corresponding loss in the services of the teacher. The greatest loss, though, is in the group of teachers permanently incapacitated physically who carry on sabbatical leave instead of retiring. Without doubt you will find a great many such cases among the 740 between the ages of 60 and 70 years." And so the case rests there.

The part the American educator is to play in the war years ahead and in the peace that must ultimately come is faced with harsh realities that are only now partly sensed. There has been acceptance of the necessities of war training, together with the blotting out of the teaching of cultural subjects in favor of those subjects dealing specifically with the art of making war. The drafting of the 18-year age group has practically, or will practically, mean the closing of many small colleges. The fact that the Army and Navy will take over facilities and faculties of some two to three hundred universities and colleges for the duration for the training of their inductees has been taken in good part by most educators, though many have pointed out that there must be training in the professions for those who must keep fit those who are working to maintain the front line forces.

The rushing of high school pupils toward the completion of their work in three years has not been opposed. In fact, the adoption of pre-military subject training has been put into effect with great dispatch. But so far there has been little concrete effort to indoctrinate as to what the present war and its aftermath means. In truth, such indoctrination has been against the American Way of Life. But if we, as our leaders assert, are to scatter the Four Freedoms over the byways of the world, if we are to see that all peoples are to be economically free and able to enjoy the goods of the whole world, if one is to be able to worship as one desires, the youth of the land will have to be indoctrinated with those desires. If we are to feed the whole world, if we are to give of the largess of our land until it hurts, if we are to enjoy free trade and all it implies, the youth of the land and many of the adults, will have to be indoctrinated and made to believe in the efficacy of such acts.

With visions of long war years ahead the American educator has to begin, in the teen-age group, and even below, to lay the foundation of a better World Order.

The first academic reaction to the plan of President Robert Maynard Hutchins of the University of Chicago to grant A.B. degrees to students who have accomplished two years of work in the university after four years of high school work, or who have taken four years in the university after two years of high school work, has been adverse. The State Education Department of the State of New York, acting in its capacity as the University of the State of New York, the first of this year withdrew its recognition of undergraduate degrees that are to be granted students of that institution as a result of the adopted policy of "telescoping" its courses to permit completion of the college requirements for the bachelor's degree in two years.

Dr. J. Hillis Miller, associate commissioner in charge of higher and professional education, released this excerpt of his letter to Dr. Hutchins: "The regulations of the Commissioner of Education under which this department has registered the courses of study leading to the B.A., B.S. and Ph.D. degrees at the University of Chicago include requirements that students be admitted to degree candidacy only after completion of an approved four-year secondary school course covering at least sixteen units, or the equivalent, and that the college course shall cover four academic years of satisfactory standard. From the published statements of the University of Chicago it is evident that these requirements are no longer being met and we hereby withdraw our registration of your courses of study leading to the bachelor's degree." In a further comment on this release Dr. Miller says: "In withdrawing the registration of the undergraduate courses at the University of Chicago we do not presume to say that all educational wisdom is on our side."

In reply Dr. Hutchins of the University of Chicago is reported to have stated that the degree offered by the university at the end of the sophomore year was not intended to be evaluated as the equivalent of a four-year bachelor's degree.

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Western School News

Edited by MORRIS WAGNER

EDGAR MULLER MOURNED

Edgar E. Muller, superintendent of the Alameda County schools for the past four years, and an outstanding California educator for the past fifty years, died on December 28, after a brief illness.

Mr. Muller's experience covered such a wide field as to give him a broad vision of educational needs and a clear understanding of educational problems. His teaching service began in a one-room school, but character and ability brought rapid advancement. There can be no gauge of the breadth and depth of influence of such educators as Edgar E. Muller. But it is certain that such men as he have had a tremendous influence on the building and shaping of our educational program which directs the thinking of youth. Through that training California has taken the lead in education and in social legislation.

A native of San Francisco, Mr. Muller spent the early part of his life in northern California, partly in San Francisco, and partly in the rural area of Shasta and Butte counties. At seventeen he moved to San Diego County and entered the Pacific Beach College at Pacific Beach, where he lived not far from Harr Wagner. Mr. Wagner had been the moving spirit behind the founding of the college and was professor of rhetoric and economic geography. Edgar Muller was one of his students. Later, when he had just graduated from San Diego State Teachers College, Mr. Muller did his first teaching under Harr Wagner, then San Diego County Superintendent of Schools.

Mr. Muller's teaching experience included the rural schools of San Diego, Butte, Shasta and Contra Costa counties. He served also as principal in the elementary schools in the city of San Diego before coming into the Oakland system. Besides his experience as teacher, he served as a member of the county board of education in Shasta and San Diego counties.

The first ten years of Mr. Muller's experience in the Oakland schools were as principal of the Lakeview Elementary School. Then he became the beloved principal of Westlake Junior High School. It was said he knew the names and personal characteristics of all his pupils and could recite alumnae careers by the hour.

He was a leader in the organization and development of teacher associations and served as president of the Oakland Teachers Association, the Alameda County Educational Association, the Oakland Principals' Club, and the Bay Section of the California Teachers Association. At the time of his death he was president of the County Superintendents' Association and the Schoolmasters' Club. He also served for many years as legislative representative of the Alameda County Educational Association, guarding the educational rights of children.

Edgar E. Muller

Mr. Muller leaves a widow, three daughters, and a son, Major Harold P. ("Brick") Muller, University of California gridiron hero, now in the Army Medical Corps.

NEW SUPERINTENDENT OF ALAMEDA COUNTY SCHOOLS

Vaughn D. Seidel, Berkeley authority on educational statistics, and a specialist on school accounting and finance, was appointed to the superintendency of Alameda County Schools on December 29 by the Alameda County Board of Supervisors. Mr. Seidel first entered the Alameda County School Superintendent's office in 1930 as a deputy, and was named chief deputy a year later.

Mr. Seidel was born in Waukegan, Illinois. He attended Berkeley High School and was graduated from the University of California in 1924. For many years he has been active in several organizations. He is a member of the Berkeley High Twelve Club, the Alameda County Educational Association, past president of the California Association of Public School Business Officials, past president of the City and County Employees' Credit Association, first president of the Oakland Chapter of the California Credit Union League and secretary of the League's state organization.

Mr. Seidel is author of several technical articles on school accounting and finance and is a specialist on educational statistics. For many years he had charge of the physical education programs for rural schools. He has had special training and study, collaborating with the late Dr. Frank Kleeberger, director of physical education at the University of California, Dr. Ralph Chaney of the department of paleontology, and Dr. Raymond Frenzen, professor of educational statistics at the university.

The American Association of School Administrators holds its seventy-third annual convention in St. Louis February 26 to March 2, with the convention theme, "The Role of the Nation's Schools in Winning the War and Earning the Peace." The general sessions program is announced only tentatively since the pressure of war activities makes it uncertain whether government spokesmen and the school administrators now scheduled to speak can keep their appointments.

Under the present program Peter H. Odegard, assistant to the secretary, Treasury Department, Washington, D. C., will speak on "War on the Home Front—A Challenge to American Education," and an address will be given by Paul V. McNutt, Chairman of War Manpower Commission, Federal Security Administrator.

Californians represented on the program are John A. Sexson, Pasadena Superintendent of Schools, speaking on "Education, the Way to Freedom"; Will French, acting superintendent of schools, Long Beach; and Edwin A. Lee, Dean of the School of Education, University of California at Los Angeles, speaking on "Occupational Adjustment and the War."

Teaching of the Constitution in the eighth grade has been made more meaningful by a bulletin prepared by Miss Lillian Moe of Martinez Junior High School, Contra Costa County, and Mrs. Josephine Rea of the county office. The bulletin was prepared in response to the request of eighth grade teachers for additional help. The suggestions offered are supplementary to the course of study. Designed to cover the work of an entire year, the subject matter is broken down into three units: Backgrounds of Democracy, The Constitution, and Democracy at Work.

CHRISTIE NEW BOARD HEAD IN SAN FRANCISCO

HARRY I. CHRISTIE, a member of the San Francisco Board of Education for the past fifteen months, was on January 12 unanimously selected as president of the Board of Education for the year 1943, succeeding Philip Lee Bush. At the same meeting the board voted to adopt a policy of rotating the presidency of the Board of Education among its membership every two years.

As chairman of the board's educational bureaus committee Mr. Christie had just returned from a conference of vocational training leaders in Toledo, Ohio, followed by a trip through the Middle West for the purpose of observing the operation of trade and vocational training schools and talking with educators, businessmen,

Harry I. Christie

and industrial leaders. San Francisco is expected by the East and Middle West to be the hub of tremendous production activity after the war, Mr. Christie found. The city must be prepared, therefore, to meet this unprecedented demand for skilled workers—already begun under the war effort—by establishing its vocational training program on a solid basis.

Mr. Christie's trip through the Middle West convinced him that San Francisco has lagged in its vocational training program.

"We've got to establish schools, not classes," he says.

"We thought we had done something pretty good when we established the Samuel Gompers Trade School, but Samuel Gompers is only a start compared to the programs in cities I visited, many of them smaller than San Francisco."

The program of vocational training, Mr. Christie says, must be administered by a leader in the field who has rank and authority equal to the other deputy superintendents under the superintendent of schools. He sees the nucleus of the kind of program he envisions in the department as it now stands, but believes there must be changes and additions.

He has the highest praise for the counseling and guidance program established last year, which is designed to aid students in selecting their vocations and shaping their courses of study toward their life's work.

Mr. Christie isn't much concerned about the academic side of the San Francisco school picture. "The educators are looking out for that and doing a fine job," he says, "but there aren't many who know and appreciate the need for and the benefits of a first class, large-scale vocational training program."

Mr. Christie's special concern is that San Francisco should be preparing right now, on paper and blue prints, the buildings and plant developments and recreation grounds and shops and other school facilities needed to put the school system on a level commensurate with the demands of industry, business, commerce and citizenship after the war.

"We must be prepared when this war is over to submit our plans for development of the school system to those federal agencies now in the process of developing a postwar public buildings program," President Christie says. "If San Francisco has the plans down on paper when funds are available, San Francisco will be in position to receive aid."

BERKELEY INSTITUTE ON PHYSICAL FITNESS

The Regional Training Institute on Physical Fitness, held in Berkeley November 30 to December 2 was one of nine such institutes held throughout the country to introduce material for the Victory Corps program. The institutes were sponsored by the U. S. Office of Education, Public Health Service, Army, Navy and Office of Defense Health and Welfare Services.

The two physical fitness manuals introduced, published by the U. S. Office of Education for use in secondary schools, were *Physical Fitness for the Victory Corps Through Physical Education* and *Physical Fitness for the Victory Corps Through Health Education.* The programs outlined in these manuals are designed to develop sturdy youth, competent to assume wartime responsibilities.

A statewide advisory committee appointed by the California State Superintendent of Public Instruction has studied and evaluated this state's physical and health education programs, and urges all school administrators and teachers to focus attention on particular points.

The committee recommends that adequate medical and dental service be provided for all students; that no program of vigorous exercise be attempted before determining the health status of each student; that vigorous physical activity be provided for students capable of it, and instruction in correct body mechanics be given to all students; that the administrative officer of each school district reexamine the physical education program, with a view to strengthening it by every possible means; and that this increased emphasis apply to the physical education program for *all* students, both boys and girls.

Swimming and life-saving are to be specially stressed, and every possible effort should be made to provide adequate facilities. Collaboration with such organizations as the Red Cross, Y. M. C. A., schools, colleges, boys' clubs, and the A. A. U. increases the availability of facilities. A local committee should be established in each community for the purpose of surveying facilities and organizing a plan for an adequate aquatic program.

SAVE TIN CANS AND SAVE OUR DEMOCRATIC FACE

What is the matter with "the people," enjoying all the advantages under a democracy, that they won't cooperate in the matter of preparing tin cans properly for collection? We see cans hauled away BY THE LOAD, which if cleaned and flattened properly, could be hauled away BY THE TON, thereby saving rubber and time, and rubber and time are the essence of the war.

We note that Clarence F. Edwards, County Superintendent of Fresno County, is emphasizing the preparation of the cans for collection in his bulletin of January 13, and has designated School Supervisors Henry F. Bishop and Fred L. White to have charge of the school salvage program. He has underscored the direction that TEACHERS ARE URGED TO PUBLICIZE THE PREPARATION OF CANS AT HOME. He then lists the definite directions as given by the government.

The proper preparation of cans during the war ought to be the kind of cooperation a democracy could achieve without education and propaganda, but if we have to use education and propaganda, let's do it in a big way and save our democratic face.

Dr. Alexander Roberts, President of San Francisco State College, has planned to offer a wide variety of "refresher" courses for former teachers who want to re-enter the teaching profession.

The following courses will be offered during the spring semester, February 8 to June 11: Elementary Crafts, Art in the Integrated Program, Administration and Supervision of Nursery School, Children's Literature, English for Elementary and Junior High School, First Aid, Training Course for Library Aides, Mathematical Analysis, Music in the Elementary School, Theory of Physical Education for Elementary Grades, Community Recreation, Child Study, Philosophy in Education, Child Welfare Service in Wartime.

For additional information write to the Registrar, San Francisco State College.

Melville Hoyt, Dean of Boys at Antioch High School, Contra Costa County, has placed in the hands of the eighteen and nineteen-year-olds slated for induction into the armed forces a mimeographed bulletin called *So You Are Going to be a Soldier.*

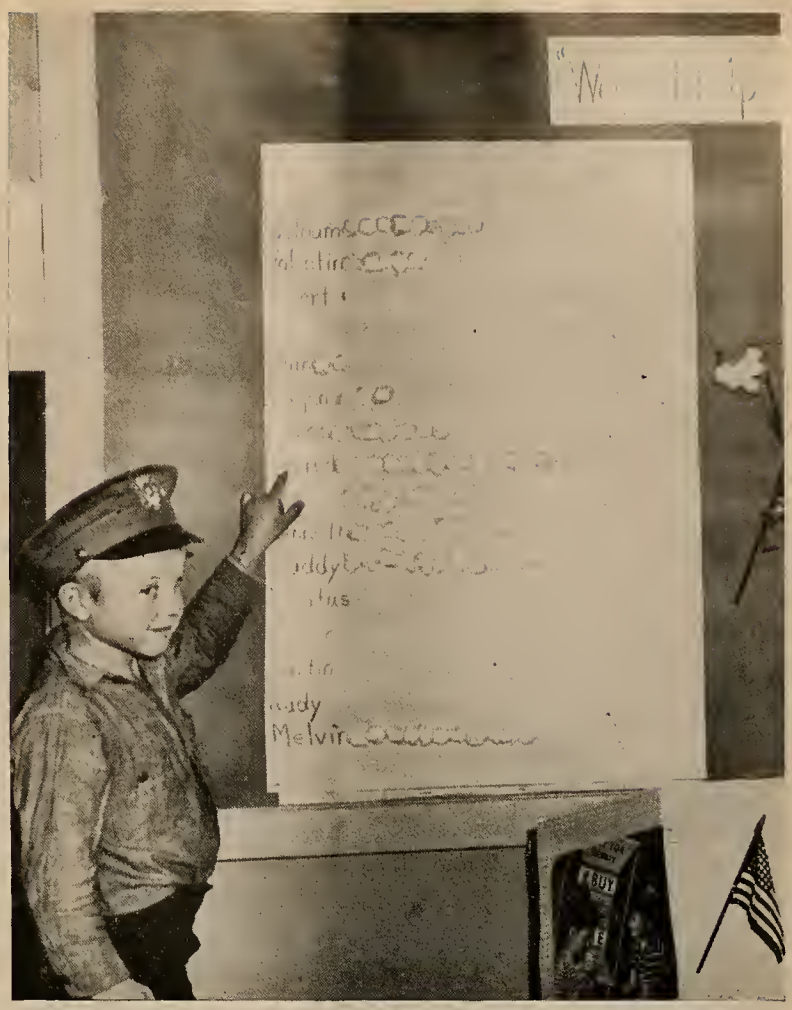
It gives specific information about the local draft board, the ages and dates of registration, induction notices, physical examinations, what to take to the reception center, and basic training.

This is certainly a practical and desirable part of guidance today.

Supervisors from Kern County and Bakersfield City participated in the San Joaquin Valley Supervisors Workshop in Visalia, December 14. The general theme discussed by the group concerned the tensions developing in children and adults from the war.

A study of school children in relation to their work in the fields was presented by a Kern County supervisor. Some general principles to guide in the formation of future programs were agreed upon.

Average Educational Level of men in the first World War was the sixth grade. In the present armed forces it is slightly above the tenth grade. The percentage of high school graduates is larger in today's forces than the percentage of eighth graders was in the army of 1917-18, information from the NEA says.



Cotton chart used at McFarland School, Kern County

Children at this school keep a daily record of their "pickings." Separate charts are maintained for boys and girls. Opposite each student's name small replicas of cotton bales are placed and on these is shown the number of pounds of cotton which were harvested by each.

Negro History Week will be observed February 7-14. This event is sponsored by the Association for the Study of Negro Life and History, Incorporated, and is intended to help inculcate a keener appreciation of the record of the Negro and of what the race has contributed to the progress of mankind.

Posters and literature regarding the week may be obtained at no charge by writing to the Association for the Study of Negro Life and History, 1538 Ninth Street, N. W., Washington, D .C.

The theme of this year's celebration is "How the Negro Has Contributed to Democracy." Subjects which might be studied under this general heading are:

1. Negro achievement in Africa.

2. The Negro in the discovery and exploration of America.

3. Negro labor in the United States: before the Civil War; since the Civil War; since the First World War; Share-Croppers' Unions; Negro labor and the A. F. L. and C. I. O.

4. Negro inventors. The cotton-gin; the "Peanut Wizard" Carver.

5. The Negro soldier; in the Revolution, in the Civil War; in the First World War; in the present war; his extraordinary heroism.

6. Negro poets, writers, orators.

Paul Laurence Dunbar, Phyllis Wheatley, James Weldon Johnson, Countee Cullen, W. E. B. DuBois, Frederick Douglass, B. T. Washington.

7. The Negro in art and drama.

Marian Anderson, Roland Hayes, Paul Robeson, Chas. Gilpin.

8. The Negro Press.

9. The Negro in business, and in the professions, and the ministry.

10. The Negro educator.

C. G. Woodson, B. T. Washington, W. E. B. DuBois, R. Moton, Miller, Embree, Daniel.

11. The National Negro Congress, 1936.

12. The National Negro Youth Movement, 1937.

The Children of Women Workers in Wartime

By Helen Heffernan, *Chief*
Division of Elementary Education
California State Department of Education

On the reliable authority of the United States Employment Service it is estimated that by March 1, 1943, there will be over 200,000 California women employed in industries essential to the war effort. In the great industrial centers enormous numbers of women are needed and can be absorbed in war work. In centers where the need for workers is greatest, the housing shortage is most acute. Under existing government limitations on building, it would be impossible to house workers even if a sufficient number could be recruited from other parts of the country. It is evident that the labor shortage must be met to a great extent by using the population already living in the war-industry centers, which points immediately to the necessity of releasing women from home responsibilities for work in industry.

The War Manpower Commission has recently issued Directive IX, in which the following statement appears: " . . . existing and anticipated requirements for workers in essential activities render necessary the employment of large numbers of women; among such women may be found many mothers of young children. No woman responsible for the care of young children should be encouraged or compelled to seek employment which deprives her children of her essential care until after all other sources of labor supply have been exhausted, but if such women are employed, adequate provision for the care of such children will facilitate their employment."

It is no longer a question whether women with preschool- and school-age children should be employed. At the present time they are being employed to such an extent that in forty communities in California, the school authorities have recognized the need for a program of extended educational services in order to safeguard children from situations in which their physical, mental, and emotional welfare is jeopardized.

Federal Allocation of $400,000 for Children of Defense Workers

In recognition of this war-created need, the President of the United States has allocated to the Office of Defense Health and Welfare Services of the Federal Security Agency a sum of $400,000 for the care of children whose mothers are employed in war industries. These funds are administered through the U. S. Office of Education working with state departments of education and through the Children's Bureau working with state welfare departments.

The funds have been provided "for administrative services necessary for ascertaining needs, developing and coordinating day-care services, and administering state and local day-care programs, not including personnel for the operation of nursery schools or day-care centers or cost of maintenance of children in nursery schools, day-care centers, or foster-family day-care homes."

California's Six Field Representatives

On December 30, 1942, the California State Department of Education received information from the Commissioner of Education, John W. Studebaker, that the application of the California State Department of Education for an appropriation from the President's Emergency Fund has been approved. This allocation of funds makes possible the appointment of six field representatives who will work with local elementary school districts throughout the State in providing programs of extended educational services to the children of mothers engaged in work connected with the war need. In order to facilitate services in the local communities, two field representatives maintain headquarters in the State Department of Education offices in Los Angeles to work with local communities in Imperial, Los Angeles, Orange, Riverside, San Bernardino, and Santa Barbara counties. They are Bernard Lonsdale, field assistant, Los Angeles County Schools, and Mrs. Margaret Mathews, principal, Highland School, Inglewood, both of whom are on leave from their school duties. Two representatives center their activities in the San Francisco Bay Area including Alameda, Marin, Monterey, Napa, San Francisco, Santa Clara, Santa Cruz, Solano, and Sonoma counties, and maintain headquarters at the State Department of Education offices, 533 Van Ness Avenue, San Francisco. They are Dr. Gladys L. Anderson, formerly Northern California Supervisor of Nursery Schools, Work Projects Administration, and Elsie Toles, on leave from San Jose State College. The two representatives who maintain headquarters at Room 511, State Library and Courts Building, Sacramento, and are available for services in the remaining counties, are Mayme Brother, Director of Curriculum, Shafter, and Fred Trott, Director of Curriculum, Tulare County. Both of these representatives are also on leave.

The school administrators who have permitted these representatives to leave their school duties deserve special commendation for recognizing the value of this new patriotic service to the children of defense workers.

The California Plan for the Care of Children of Working Mothers

Under the provisions of the California Plan for the Care of Children of Working Mothers, local elementary school districts will be particularly concerned with the extension of services to two groups of children: children between the ages of two and five, for whom nursery schools will be provided for a six- or seven-day week, according to local need, and children between the ages of five and sixteen, for whom a program of before-and-after-school care must be provided on school days with the possible addition of all-day care on Saturdays and Sundays.

On January 1, 1943, the California Office of the Work Projects Administration reported that 117 nursery schools had been established in California. This nursery school program provided some of the facilities and services needed for the care of children of women in industry. With the closing of nursery schools maintained by the Work Projects Administration on February 15, 1943, the need for local school districts to make provision for carrying on nursery school services becomes acute.

In areas where local funds are not sufficient or available to provide adequately for such extended educational services, requests for funds under the Community Facilities Act (Lanham Act) may be filed. When these applications represent valid war-connected needs they are certified by the U. S. Office of Education to the Federal Works Agency for final action. Information concerning all aspects of the California program is available from the Division of Elementary Education, 511 State Library and Courts Building, Sac-

ramento. Field representatives will call upon local districts and confer with superintendents and other persons whom they will designate in assisting in the development of all aspects of the program.

According to the U. S. Office of Education, "Through such extended school services it is hoped that children of working mothers will no longer be left in undesirable or dangerous situations while their mothers work. They will instead find safety, protection, and desirable and happy experiences throughout their day. In addition through relieving the mothers of anxiety concerning the welfare of their children, the all-day school program should materially increase the production of war equipment and supplies in the factories by increasing mothers' efficiency as war workers. That such a contribution is of major importance in America's war effort is proved by the ever-increasing number of women who are taking their places in the production lines."

Provisions of the California Plan

According to the plan which has been set up for California and approved by the U. S. Office of Education, provision has been made for:

1. Cooperative responsibility on the part of the state departments of education, public health, and social welfare.
2. Coordination with national, state, and local committees and lay organizations interested in the problem through the Sub-Committee on Children in Wartime of the Committee on Health, Welfare, and Consumer Interests of the State Office of Civilian Defense.
3. Advisory services to local committees designed to:
   a. Determine need for extended educational services by elementary school districts.
   b. Facilitate the establishment of programs in accordance with standards established by the State Department of Education.
   c. Establish community guidance programs which will coordinate all available services.
   d. Provide opportunity for participation by high school and college students on a volunteer basis.
   e. Provide for the use of other volunteer service available in the community.
4. Training of persons for service in all phases of the program.
5. Establishment of standards in connection with:
   a. Selection, training, and certification of personnel.
   b. Physical facilities and equipment.
   c. Educational program.
   d. Parent and community relationships.
6. Establishment of criteria for the evaluation of extended educational programs for the care of children of working mothers.

The schools of California, like those of all other states, are faced with many new problems resulting from the war. One of the greatest and most far-reaching in its effect is the problem of safeguarding the welfare of children. No problem has aroused more earnest effort or more wholehearted cooperation on the part of school authorities, social service agencies, private and voluntary organizations, and interested individuals than that of providing adequately for the care of children of working mothers. The provision of rich educative experiences through the facilities now available will mean a positive outcome of the war in terms of the improved nurture of America's children.

VICTORY GARDENS AT S. F. J. C.

Dr. A. J. Cloud, President of the San Francisco Junior College, has introduced a number of courses which will render practical aid to San Franciscans and others who need help in carrying on their victory gardens. Information is being offered on how, when, where, and what to plant in vegetable gardens in the bay area.

Instructor Harry Nelson conducts classes for home vegetable gardeners and also for teachers of the city schools who plan to pass on such information to their students. Details of such classes may be obtained by consulting the registrar's office.

The college is acting at the present time as a clearing house for public information as a contribution to the community effort being undertaken by various groups organized as the San Francisco Victory Garden Committee.

Of special interest is the information offered on the growing of native shrubs and plants for use by the army for camouflage purposes. There is immediate need for quantities of plants to be grown for this purpose and all school teachers are asked to enlist the cooperation of pupils, according to Nelson.

Short-term business courses for housewives who wish to refresh their stenographic ability or for those who have never worked but now wish to prepare for jobs, are among the other courses offered at the junior college. Classes include typing, shorthand, operation of business machines, business English, spelling and other essential subjects.

Cooperating with the United States Navy, San Francisco Junior College is training a group of civilian employees of the navy in academic subjects related to their general training for work with the signal corps. At present the greatest problem is that of securing rooms in private houses in the vicinity of the college for housing these out-of-town naval trainees.

JUNIOR MISS AT CURRAN

Junior Miss, the latest comedy hit staged by Max Gordon, producer of *My Sister Eileen,* started its engagement at the Curran Theater, San Francisco, on Sunday evening, January 24. Not only is *Junior Miss* presented by the producer of *Eileen,* but it was written by the men who dramatized that roaring comedy, Jerome Chodorov and Joseph Fields. It comes after an engagement of over 500 performances in New York.

One of the reasons for the success of *Junior Miss* is that it deals with the daily life of an ordinary family, and every spectator, grown up or adolescent, sees something of himself, his own folks or his friends, in the characters on the stage. In this respect *Junior Miss* is very much like *Life With Father,* which also brought home to the audiences the ludicrous aspects of everyday family life, though girls, instead of boys, are the central juvenile figures in the comedy at the Curran.

Judy, the junior miss of the title (played by blonde, blue-eyed, dimpled, and demure Lenore Thomas), is a very young lady whose idea of what life really is has been acquired from the movies; and, therefore, she dramatizes the most innocent situations in terms of what she has seen on the screen. This applies also to her boon companion, "Fuffy" (an irrepressible character acted by Peggy Romano), and between them they almost bring disaster upon Judy's family by deciding from an innocent happening that a "crisis" such as they saw in the picture *Wife vs. Secretary,* is developing in Judy's home.

Lois Wilson and Eddie Nugent, as the sorely beset parents; Eileen Clarence as Judy's snippy, elder, boy-crazy sister; Harry Ellerbe and Adrienne Marden, who furnish the love interest; Loring Smith, as a blustering, big-business tycoon; and Renie Riano as an acid-tongued maid, round out the principals in the cast.

Library News

Edited by MABEL R. GILLIS, State Librarian

In order to have books gathered in the Victory Book Campaign ready for use when they arrive at the various army posts, six processing centers were set up in the 9th Service Command. The work of one of these centers is described in the following report by Mrs. Allie S. Moore of the Los Angeles Center. While the work of this center is typical, there have been variations, notably in the San Francisco center where the bookmobile has been used to take reading matter to isolated units.

The W. P. A. is discontinuing its work in the processing centers on January 31, but these centers in the 9th Service Command will then become branches of the office of the 9th Service Command Librarian whose headquarters are at Fort Douglas, Utah.

VICTORY BOOKS PREPARED FOR USE

The 1943 nation-wide Victory Book Campaign is at hand. In connection with this new drive it is timely that we briefly review the efforts of the past twelve months.

The public has responded generously to the book drive during the past year. Many valuable and appropriate books have been donated and are now a part of Victory Collections actually in use by our armed forces. But there have been many problems in connection with the collection and distribution of large quantities of books. The collection of books from the public has been efficiently handled by public and school librarians. However, this was only one phase of the work. It was also very important that some method of distribution be adopted whereby books could be placed in immediate use. In order to process, assemble and distribute the collections, as instructed by the Ninth Service Command Librarian, a centralized distributing center was needed. Through the cooperation of the Work Projects Administration, a Center for Southern California has been functioning at the Figueroa Branch of the Los Angeles Public Library, 501 West 80th Street, Los Angeles, since last June under the supervision of Allie S. Moore, former State Supervisor of Library Projects. The work accomplished at this Center, which is one of six now operating under the direction of the Ninth Service Command Librarian, shows how and to what extent Victory Books are being used by the Army.

Since the Processing Center opened, approximately 50,000 books have been received. With the exception of one shipment of 4,484 books from the Municipal University, Morrison Library, Wichita, Kansas, arranged for by Mr. John Connor, National Director, Victory Book Campaign, all contributions have come through the local libraries. Although the monthly contributions from local sources have been good, the supply has not been adequate to meet the demands. Requests are now on file for more than 11,000 books.

Where Books Are Sent

The service, as outlined for the army, provides for assembling of station collections and traveling library units. The station collections are sent to isolated locations where permanent barracks are maintained for the men. The traveling library units are wooden boxes containing a collection of 40 books each and are picked up by the army trucks and distributed to isolated detachments. In assembling the books for both types of service an effort is made to provide a balanced collection of one-third non-fiction and two-thirds fiction.

In order to avoid building up rather large station collections at the expense of library service for isolated groups where reading material is so urgently needed, the requests for large collections are filled at intervals. Additional shipments are assembled as the availability of books permits the inclusion of new titles. This makes possible a wider distribution of available reading material to groups that are wholly without library facilities.

All requests are made by camp officials through the Ninth Service Command Librarian, and as the service of the center is made known to the various camp officials, an increasing number of special requests for books are received. These requests are usually the result of specific need or interest and include books on photography, mathematics, engineering, navigation, physics, radio, aviation, etc. Although most of the specific titles requested are on current affairs, there is a surprising number of older books included. Some of the most frequently requested titles are: Seversky, *Victory Through Air Power;* Lee, *Valor of Ignorance;* Ludwig, *Mediterranean;* Smith, *The Last Train From Berlin;* Bellamann, *King's Row;* Browne, *This Believing World;* Whelan, *The Flying Tigers;* Steinbeck, *Tortilla Flat, The Moon Is Down.* Specific titles of religious books are often among the requests.

How Books Are Handled

When the books are received at the center they are sorted and those suitable for distribution are stamped, processed and shelved. The fiction is shelved alphabetically by author and the non-fiction is broken down under the various subject divisions. With shelving space for approximately 10,000 books it is easy to ascertain the number of duplicate copies and the extent of available material in the various subject fields. When the selection is made for a camp collection, a colored marker is used to indicate that the book is to be pulled from the shelf and packed for a particular destination. The complete collection is thus identified before the books are removed from the shelves. This method requires only a minimum handling of books in selecting a balanced collection of several hundred volumes.

In order to avoid duplication in filling subsequent orders, an alphabetical list of each shipment is kept on file. A list of the selections for each traveling library unit is forwarded to the Ninth Service Command Librarian.

Field Trips Are Helpful

Through scheduled field trips into the various counties in Southern California, the supervisor in charge of the center has met with the chaplains and special service officers who are in charge of the library service. This contact with camp officials has been invaluable in providing an equitable distribution of available books, and in making adjustments where large collections have been requested before ample shelving facilities have been completed. In addition to making the service known, conferences with special service officers and camp librarians made possible the distribution of highly specialized material to detachments where the greatest need prevails. The field trips also provide an opportunity to obtain from the camp officials specific titles requested by the men.

Miss Althea Warren, librarian, Los Angeles Public Library, has recently been appointed as liaison librarian for Southern California. In addition to serving in an advisory capacity to the supervisor of the distributing center, Miss Warren will coordinate the efforts of the various agencies and libraries connected with the Victory Drive.

A summary of work done at the Los Angeles Processing and Repair Center reveals that out of the 50,487 books re-

ceived during the past five months, approximately

29,427	have been distributed
7,203	processed and on shelves
3,243	to be processed
10,614	discarded
50,487	total

Distributions include 110 traveling library units now in circulation; 12 station collections have been assembled. Numerous special requests for specific titles and ports of embarkation have been filled.

Appreciation Expressed

That library service is appreciated in the camps is amply shown by the letters received from commanding officers or those in charge of the library service. The following are typical of such expressions of thanks:

"I wish to express my appreciation and the appreciation of the members of my command for the 31 splendid traveling libraries recently furnished us. These units have been placed in the many isolated localities occupied by units of this organization and are filling a real need."

"It will please you to know that our attendance here at the reception library has increased several fold. All the men express their appreciation for the addition that you so kindly assisted us in obtaining."

The above was from the librarian in a reception center who asked in the same letter for books in foreign languages, particularly stories, plays, et cetera. Also he desired books relating to the present military situation, specifying such books as John Gunther's.

The following is in regard to traveling libraries and books that will remain permanently in the post libraries:

"On behalf of the commanding officer we desire to thank you for the traveling library units which we have received and are still to receive. They are greatly appreciated by the men and will be made good use of.

"We also wish to thank you for the books you have given to our post library direct. This is a great service you are rendering in furnishing us with the types of books that are in greatest demand. These include newer fiction and popular non-fiction, such as travel and biography, as well as textbooks in history, mathematics, etc., that are up-to-date."

A letter from an assistant field director acknowledging books sent to a station hospital library, says: "The selection was good, both from the standpoint of authors and titles. The soldier-patients, doctors and nurses of our hospital consider themselves fortunate to have access to so many recent publications. Our volunteer Gray Ladies have been especially interested in working with them in the library and filling requests for them in the wards. Western stories, religious and travel books are very much in demand."

Another executive says: "This is a highly valued service which is being rendered."

The following shows the practical value of some of the books being sent. It is written by a chaplain in charge of this particular service:

"On behalf of the men . . . please accept my profound thanks for the excellent selection of books that you so kindly donated to our library.

"It is our main job to get the men started out on the right foot, and in order to do this we must have a complete library of all types of books, particularly the kinds that relate to the job they are going to do in the future. The textbooks aid them greatly in brushing up on some long-forgotten subject, and assist them no end in preparing them for the job ahead.

"For example, the men that are going into the field artillery are making good use of the mathematics books that we have on hand. This will stand them in good stead when they are actually firing at the front."

1943 Victory Book Campaign

A new drive for books for the men in the armed forces will be carried on from January 5 to March 5, 1943. The librarians all over the state are again active in collecting and sorting books that are donated. The steering committee for the campaign in each locality is composed of a representative of the American Red Cross, the United Service Organization, and the American Library Association, the three organizations which sponsor the campaign.

The National Campaign Committee is composed of Franklin P. Adams of "Information, Please" fame, Edward L. Bernays, and Norman Cousins. The committee is planning very wide contacts and striking publicity.

Books suitable for the men in service and in fine condition are being sought. Late books are particularly desired, as during the last campaign a sufficient supply of the older classics was secured. It would be a good plan to look over Christmas gifts and pass them on to the men in service when they have been read at home.

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Book Reviews

From D. C. Heath and Company

WINGS FOR READING, Carol Hovious and Elga M. Shearer. Price, $1.60. Sixth graders should have no trouble earning their wings in reading through this new basal text by two outstanding California educators. The content, which is of absorbing interest even for an adult, is presented in an engagingly simple manner, and the striking format makes the book a pleasure just to handle. Stories are written around such fascinating subjects as the mystery of homing pigeons, how the Carlsbad Caverns were first discovered by a cowboy, how glider pilots hitchhike rides through the skies, how the lofty Mt. Everest has defeated all who sought to scale its heights, how parachute troopers operate, the first balloon and airplane flights, smoke jumpers fighting forest fires, Seeing-Eye dogs, jobs which boys and girls have made for themselves, deep sea diving and lighthouse keepers.

The high quality of content in this book is partly explained, in addition to the selective ability of the very competent authors, by the fact that children themselves have had a hand in choosing the stories to be included. Before publication the manuscript underwent a three years' trial in different types of schools with children of different grade levels and different reading abilities, until it was brought to its present stimulating and workable status.

Wings for Reading requires a minimum of teacher guidance. The text is specially planned to develop the child's independence while he learns to read. The entire text is written in an easy, conversational tone, and the simple, explicit directions make clear to the pupil the reasons for avoiding such bad reading habits as moving the fingers or lips, and failing to concentrate consistently. The hygiene of reading is given joint consideration throughout the text along with the development of various reading techniques.

Some of the techniques which are emphasized are reading to find the main idea, skimming for specific material, and looking for details. There are selections planned specially for oral reading. The sections on using a table of contents and an index are very clear and specific, with actual indexes and tables of contents reproduced for the students' use in answering test questions.

The book abounds with beautiful photographs, many of which are illustrations of the actual events described in the stories, rather than scenes of similar or related events. In addition there are many color drawings which are specially impressive for the vividness of their reproduction. The type is readable and well arranged.

Much emphasis is placed on vocabulary growth, showing the child the way words work. In addition to the usual glossary, there is an entire section called "Word Parade" which is devoted to problems of vocabulary arising out of the stories. Words are not only clearly explained, and difficult pronunciations given, but meanings are amplified and useful linguistic principles indicated. Preparation is made for an intelligent use of a standard dictionary.

Carol Hovious who is Head of the English Department at San Benito County High School, Hollister, is now on leave for additional research and writing. Miss Hovious is a graduate of the University of Wisconsin and obtained her Master of Arts degree at the University of Southern California. She taught English at the Long Beach Polytechnic High School before going to Hollister. Miss Hovious is also the author of two other successful and popular books on reading, *Flying the Printways* and *Following Printed Trails*.

Carol Hovious

Elga M. Shearer

Elga M. Shearer is Supervisor of Elementary Schools in Long Beach. Prior to this position she had been assistant superintendent of schools in Butte, Montana, a Teacher of Methods and Supervisor of Practice Teaching at the Superior, Wisconsin, State Teachers College, and had worked in the preparation of teachers for rural schools at the Columbia County Training School, Columbus, Wisconsin. Miss Shearer began her teaching in the rural schools of Kenosha County, Wisconsin, then went to the elementary schools of Madison, Wisconsin, where she became a principal. Miss Shearer received her education in the public schools of Kenosha and at the Milwaukee State Normal College. She won her Ph. B. at the University of Chicago, and her M. A. at Columbia University.

From the Department of Supervisors and Directors of Instruction, N. E. A.

LEADERSHIP AT WORK, Fifteenth Yearbook. Harold Spears, Editor. 248 pp. Illus. Price, $2.00. This book develops from the premise that a growing philosophy and a constructive plan of action must go hand in hand if educators are to make wise use of their opportunities for leadership. In a warring nation, looking toward a permanent peace, these opportunities have become responsibilities. That cooperation among teachers, pupils and the community is the key to effective leadership is convincingly illustrated by countless references to life situations where the elusive quality of leadership has been sought out and put to work.

For examples of leadership in action, the editors have drawn upon environments as diverse as metropolitan Los Angeles and the farming communities of Mississippi. You will read, for instance, how teachers help plan a school building in Hartford, how Grand Island incorporates pupils as planners, and how Seattle operates a school-community relations program. The impetus for useful leadership must spring from the educators themselves.

Ways of developing teacher-leaders are carefully examined under such headings as cooperative administration, group problem solving, in-service education, community service as teacher education, workshop experience and other phases of personal and professional growth.

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The Western Journal of Education.

Founded in 1895 by Harr Wagner

Julian A. McPhee, Chief, Bureau of Agricultural Education

Director of California's Rural War Production Training Program

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February, 1943

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

As far as one can prognosticate the opening of the second semester, this February finds the general trends of education in the United States fairly well defined for the war years ahead in the public schools, colleges, and universities. It is obvious that the liberal arts courses are to be eclipsed by vocational courses and that training in the sciences will beckon to the greatest number of both young men and women. It is already apparent that in the professions of law, medicine, and the church, there has been a tremendous drop in enrollment in the professional schools. In law, for instance, there are now only about twenty per cent of the students enrolled as there were in 1940. One need only try to get the services of a physician in any community, large or small, to realize how far the siphoning off of medical service for the civilian population has already gone. So far, there has been little real planning for deferments of those desiring to enter medicine, and little deferment except for those already in advanced courses. This emphasis upon technical training has caused tremendous enrollments in courses dealing with mathematics, chemistry, physics, statistics, meteorology, and similar fields, while the cultural subjects of English, philosophy, Latin, modern languages, or the social sciences are widely depleted.

The United States Office of Education has sponsored this movement by directing vocational training for war production workers on the secondary level, and a gigantic engineering, science, management, war training program on the college level. Already more than $100,000,000 annually is being expended for these two correlated projects. Since the program started over 4,000,000 persons have received instruction in the fields of aviation services, machine shop, shipbuilding, welding, automotive services, radio services and the electrical trades. In the high schools alone more than 300,000 men and women have attended the training courses preparing for these essential war jobs. Now, in 200 colleges and universities, 125,000 persons are taking technical courses related specifically to the war.

Because of the lack of manpower, the need for women in industry has become so apparent that technical courses, formerly almost taboo to women, have welcomed them. In 1941 only one woman was enrolled in college-level defense training for each fifty-five trainees. By the end of 1942 the proportion was one woman to four enrollees. The high schools have not been far behind in their emphasis upon war-necessary skills. Many high schools now emphasize pre-induction courses, gearing their curriculum to technical levels.

The build-up to make the youth of the land air-conscious continues. Aviation textbooks are being introduced for the first time. The current alarm in regard to the probable lack of foodstuffs, unless the trend of labor to move away from the farm is stopped, is seen in the rising interest in farming and the planning of high school pupil help on the farms during free week-ends or during summer vacation. In other words educational leadership is toward making every individual, if he or she will cooperate, more valuable as a worker in civilian or military defense.

* * *

The induction of 18-year-old youths into the military services has created more than one problem for the country. It has depleted, or will deplete, the enrollments of many universities and many small colleges so that the likelihood of their survival is most problematical. It is cutting down the potential supply of those professions that necessarily need four to seven years of training to meet their standards. It has also brought out into the open the question whether, since you are old enough to fight and die for your country at the age of eighteen, you are not old enough to vote for it. To one who has considered the maturity of high school graduates and has seen the courses that these graduates in most schools are compelled to take in American history and world problems as a requisite for graduation, the idea is not at all inconsistent with the times. In fact, one can truthfully observe that such students have a greater knowledge of national and world problems than vast numbers of the older electorate. As to the ability of the great numbers who do not graduate from high school to think for themselves, we can only say that their intelligence is rather on the par with the greatest number of the electorate.

That this question will come before some of the legislatures of the country is already apparent as a result of its advocacy by Harold R. Muskovit, New York State President of the Affiliated Young Democrats. He favors the proposed amendment to the State Constitution of New York State to lower the age for first voters from twenty-one to eighteen years of age. He claims the support of such men as Dr. George D. Stoddard, president of the University of the State of New York, and New York State Commissioner of Education, former Governor Charles Poletti of New York, Aubrey Williams, administrator of the National Youth Administration, and Miss Alice Disbrow, vice chairman of the New York Democratic State Committee. During the January session of the New York State Legislature, Assemblyman Robert J. Crews, Brooklyn Republican, introduced the concurrent resolution for the proposed amendment, and Senator John J. Dunnigan, minority leader, is supporting the resolution for passage by the New York State Senate. In support of this proposition Mr. Muskovit quotes from a new book published this February by Macmillan, and authored by George D. Stoddard, State Commissioner of Education for New York State, titled *The Meaning of Intelligence*. The excerpt is as follows: "In the light of researches in

child development and experience with in-school and out-of-school youth, voting for all persons at age eighteen is clearly indicated. By that age most persons have finished school and are meeting real economic and social responsibilities. Their intelligence, energy, and sense of participation adequately counterbalance the wisdom and life experience of voting citizens in the latter decades. The young person just out of school is observant. He has been bossed and disregarded; he has been treated as a child, right up to the time that a machine gun has been placed in his hands. He can see as well as anybody else that the danger to democracy lies in submission to the polarized will of the inherently dictatorial person whose love of freedom is for himself alone."

Rebellion against the status quo in education, or against the movements in education to change this condition, are about equal in vehemence. When all is said it can still be quoted that much can be said upon both sides of the question. This recent letter from a teacher published in the *New York Sun* commenting upon conditions in that city at least raises some provocative questions. We quote — "Sir: Could you stand a letter from another cowardly school teacher, one who has not in the past had the courage to voice a protest against the chaos in our schools, but who, nevertheless, admires the spirit of a woman like Mrs. Strongin, who braved censure and disciplinary action to bring into the open outrages that have been hushed up for years?

"We proceed on the assumption that all children are academic material. Are we not democratic? An equal chance for all! But why must we wait eight whole years before we are ready to admit that perhaps some of these children would be better off learning a trade?

"Are we educators so stupid, so lacking in psychological acumen, that we cannot classify our children after three, or at most four, years of schooling? Think of the waste, the frightful human waste! It is complete demoralization of children who are either mentally or emotionally unable to assimilate the education we are trying to ram down their throats. Likewise, it is dragging down children of normal and high intelligence, whose pace is slowed by the others. Is there any wonder that mentally inadequate children express their resentment in misbehavior?

"However, the Board of Education, bright and optimistic and seeking the good will of the public, has been pushing one hundred per cent promotions, and the principals have been pushing the teachers, and the teachers, weary and sick with the utter futility of it all, have been pushing the pupils, good, bad, and indifferent, on and on to a diploma which stands for exactly nothing. Nothing in achievement, nothing in integrity, nothing in wholesome respect for honest, accurate work. A very noble diploma indeed!

"Is there any wonder that even the children, the most stupid and defective of them, become cynical, and lose respect for school and teacher?

"In the meanwhile, pending the correction of these abuses, if ever, are the teachers to take insults and beatings from moronic pupils and their equally moronic parents?

"Has our worthy Mayor a suggestion?"

New York City, with its eight million population and a million and a quarter school children, has problems of many states rolled into one. It has to meet the problem of the greatest foreign population in the country. Even now, over three million persons in New York City, resident there, are of foreign birth. The decrease in school enrollments of around 500,000 pupils during the past decade has brought its diverse problems in regard to housings, financial support, and administration. The outburst of delinquency among minors in the New York area, due in all probability to the war psychosis and conditions, has brought the problem of the schools more out into the open.

A ticklish situation has not been made any better by a scathing report made to Mayor La Guardia by his Commissioner of Investigation William B. Herlands, in regard to the workings of the Bureau of Supplies of the Board of Education. Mr. Herlands in his report called the bureau "a museum of administrative antiquities," in which "waste of money, waste of manpower, waste in purchase of supplies" have been inevitable. Mayor La Guardia wants the seven million dollars' worth of business of the Board of Education Bureau of Supplies to be handled by the Bureau of Supplies of New York City, a bureau under his control. The Board of Education wants to keep the purchases for the schools in its own hands and is fighting the elimination of its bureau. The Herlands report also accuses the Bureau of Supplies of making purchases all out of proportion to the needs of certain schools and claims that many schools are over-stocked with textbooks. To make the situation more complex the Mayor claims the schools are over-teachered, while another group claims that the problems of delinquency are due to the fact that classes are too large, not enough equipment is to be found in certain sub-standard areas, and that there are not enough teachers employed in those sections to handle the problems that arise. With a supposed over-abundance of teachers, due to the fact of the decreasing registers, one finds it hard to harmonize this fact with that of classes too large for successful teaching.

Then, again, the Herlands report in regard to many textbooks hardly jibes with the fact that many schools have few new texts and the children are using books of from one to two decades back in regard to copyright. The decreasing registers have built up a huge supply of old copyright books. It is all within the realm of possibility for a pupil to go through the first nine years of schooling in New York City using nothing but antiquated textbooks.

The Board of Education has taken cognizance of the charges made, and Superintendent John E. Wade has already designated certain changes in regard to curriculum instruction and the workings of the Bureau of Supplies of the Board. Superintendent Wade, also, has taken up with Governor Dewey the fact that the decrease in enrollments means a drop of $3,000,000 of state support for the city's schools, and that the city has no way of making up the deficit. The New York Teachers Guild, Local 2, has also taken a hand in recommendations as to what should be done with the delinquency problem and other pertinent points of controversy. Their six-point program includes a demand for a substantial reduction in class size, full utilization of social service agencies, use of police to keep intruders out of the schools, enlargement of the Child Guidance Bureau, full utilization of the city's recreational facilities, and the enlargement of the adult education program. In addition the guild recommended that regular appointments be made to teaching positions and that the category of permanent substitutes be abolished. They considered it unfair for teachers with regular licenses to be required to serve year after year as substitutes, but be denied regular appointment.

Western School News

Edited by MORRIS WAGNER

SUPERINTENDENT EWING RESIGNS

WILLIAM F. EWING, superintendent of Oakland schools since 1940, has tendered his resignation to the Board of Education, requesting that it be effective June 30. Superintendent Ewing, who has just reached 65, stated that his resignation is in accordance with the policy of early retirement for school teachers which he has long advocated.

In a statement issued to his co-workers through the *Oakland Public Schools Bulletin*, Mr. Ewing said: "Several years ago after a careful study of the problem, the Oakland Board of Education adopted a tenure policy which provides for the automatic retirement of every teacher who

William F. Ewing

within the school year reaches the age of sixty-five.

"After an active and almost unbroken period of nearly forty-eight years in school work as teacher, vice-principal, principal, assistant superintendent, and superintendent, I have reached retirement age, and wish to apply to myself the regulation adopted by the Oakland Board of Education, and therefore plan to retire at the close of the current school year, June 30, 1943.

"For more than twenty-one years I have been privileged to work with teachers, principals, supervisors, superintendents, physicians, nurses, clerks, secretaries, custodians, cafeteria managers, gardeners, architects and engineers, mechanics, truck drivers, and other employees of the Oakland public schools. All of you have been friendly and helpful, and for your cooperation I am sincerely grateful."

Mr. Ewing pointed to the fine national as well as local recognition which the Oakland public schools have won for a sound educational program and for an excellent esprit de corps among employees, attributing this to the fact that the schools have enjoyed fine community relations and a board of education whose members had a constructive, harmonious, and far-sighted policy in the study of rapidly changing community needs.

Mr. Ewing began his work in the Oakland schools in 1914, as a principal of elementary schools. In 1915 he was made vice-principal of Technical High School. Here he pioneered in some original guidance techniques and devoted much thought to the problems of high school boys. In 1920 he was called to the principalship of the Pasadena High School and spent seven years in that city. He was quickly recognized as an outstanding administrator in the field of secondary education, and it was not long before the Pasadena Board placed in his hands the responsibility of organizing and administering the Pasadena Junior College.

While at Pasadena Mr. Ewing was offered more than one large superintendency. He preferred to return to Oakland, however, where he became assistant superintendent in 1927, holding this position until 1940, when he succeeded Dr. Einar W. Jacobsen as superintendent.

Mr. Ewing had taught classes and administered rural schools in Indiana before coming to California. He received his early education in Indiana, and attended the University of Indiana. Coming to California he took up work at the normal schools of Los Angeles and San Jose, transferring to the College of the Pacific, where he received his A. B. degree. He did graduate work at Stanford and the University of California, obtaining his M. A. at the latter. During the twenties and early thirties he continued graduate study at the University much beyond the actual amount of work required for a doctorate.

In retiring, Mr. Ewing expects to be able to have more time for family and friends, recreation, reading, writing, and travel and for hobbies. Mathematics was always his special field, and he has made an interesting collection not only of the many types of mathematics texts which have been used in the various periods of our educational history, but also of ancient books on mathematical theories which are of real value as well as interest.

One special hobby is the cultivation and development of fuchsias. Mr. Ewing, Mrs. Selden Smith and Sydney Mitchell in 1932 organized the original American Fuchsia Society, composed only of themselves at the time! It has since become a national organization.

CHANGES IN LIBRARY PERSONNEL

Here are some of the most recent changes involving chief librarians of city, county and service libraries:

Ethel Helliwell took office as City Librarian of Orange at the beginning of January, succeeding Mrs. Peggy H. Hutchings, who is retiring to private life on her husband's ranch.

Dr. Mackenzie Brown has been appointed Administrator and Acting Librarian of the Santa Barbara Public Library by the City Library Board to serve during the extended sick leave of Mrs. Frances B. Linn, City Librarian.

Rachel Dent, who before she began her career in the Army was librarian of the National City Public Library, left Camp Callan in January to become Post Librarian of the Presidio of San Francisco. Annasue Hughes was appointed Camp Callan Librarian on February 15th, at which time she was succeeded as Visalia City Librarian by Dorothy Dorland, formerly assistant in the Kern County Library.

Mrs. Jane Walker is the new Librarian of Indio Public Library since Alva S. Klotter resigned in December, 1942, to take the post of Service Club Librarian at Camp Anza, near Arlington.

Anne Hadden retired as Consulting Librarian, Palo Alto Public Library, early in January after completing nearly 44 years of service in that city library.

Mrs. Mary M. Trodd, for many years librarian of the Signal Hill Public Library, resigned the first week of January because of ill health. Her successor has not yet been appointed.

Ruth F. Burt, formerly co-librarian of the Sausalito Public Library, is now in charge of the Marin Dormitories Library, which provides library service to the 2,000 men tenants, employees of Marinship near Sausalito.

To the Davis-Monthan Field near Tucson, Arizona, goes Helen Lackey, formerly in charge of the Delano Branch, Kern County Library.

NEWS NOTES

Dr. Frank N. Freeman, dean of the School of Education, University of California, is chairman of the committee appointed by the San Francisco Board of Education on February 2 for a study of the curriculum in elementary schools.

Assisting Dr. Freeman will be two specialists in education, Dr. Frank W. Thomas, president of Fresno State College, and Dr. David H. Russell, associate professor of education and associate director of supervised teaching, University of California, and three principals of San Francisco elementary schools: Susie J. Convery, Commodore Stockton School, Aileen McCarthy, John Muir School, and Alice J. Walsh, Longfellow School. Dr. Lillie Lewin Bowman, supervisor of research, was also assigned to assist in the study.

Dr. Frank N. Freeman

Dr. Freeman is no stranger to San Francisco. Several years ago he collaborated with Miss Bertha E. Roberts, deputy superintendent of schools, in the preparation of a text on handwriting which is now in general use throughout the United States.

Dr. Freeman came to the University of California from the professorship of educational psychology at the University of Chicago. He has long been the expert to whom educators throughout the country have looked for guidance in the teaching of handwriting.

* * *

The Second Book Brunch of the School Library Association of California, Northern Section, will be held in San Francisco, March 7, on the day following the meeting of the English Teachers Association. The discussion will center around problems of English teaching, especially in relation to the library, and librarians are asked to invite members of the English departments of their schools. The program will consist of two-minute reviews of the most helpful books for English teachers listed by Miss Margaret Girdner of the San Francisco Bureau of Texts and Libraries at the English Teachers Association meeting.

* * *

Paul V. McNutt, Chairman of the War Manpower Commission, gives the following estimate of education in wartime: "The government needs the aid of education today as it never did in the history of our nation. Our schools are part of our victory assembly lines. Our schools are also part of the Navy and Army Training program. Victory may yet be the product of our educational preparedness."

* * *

All County Superintendents are requested by Alfred E. Lentz, Administrative Adviser of the State Department of Education, to bring to the attention of school district authorities under their jurisdiction the provisions of Chapter 8, Statutes of 1943, an urgency measure adding section 3.95 to the School Code. Under this new section schools may be maintained on any day of the year excepting Sundays, Fourth of July, Thanksgiving, Christmas and New Year's Day.

The new section is particularly important in view of the important part which student farm labor will play in coming crop harvests. The school term now has a flexibility which will permit the release of students to work in the fields at the times they are most needed.

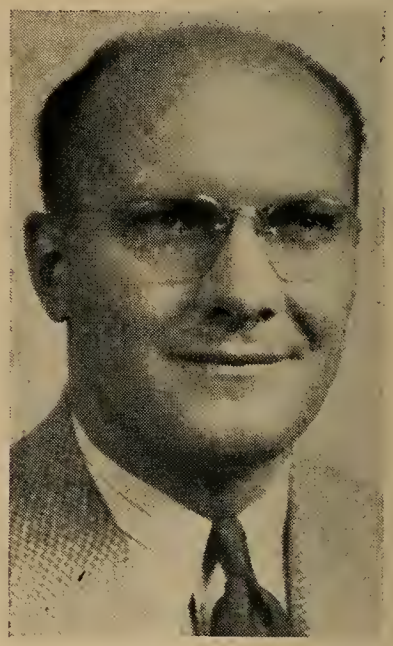
* * *

The Alameda County Visual Center, under Lorene Killey, Supervisor of Visual Education, is attempting to circulate samples of visual materials made by children with the orders that are sent to the schools. Children enjoy seeing what children in other schools have done with the different units of work. Teachers who would like to share their material with the Center should notify Miss Killey at the Visual Center.

Los Angeles' Schools at War Thrift Program has been under way less than two months, but already 82 schools are flying the "Schools at War Minute Man Flag" signifying that at least 90 per cent of the students participate in the program to "SAVE, SERVE, AND CONSERVE." Of these 82 schools there were 43 that qualified in time to fly their flags for the first time on Pearl Harbor Day. They were the first schools in the United States to be thus honored. The Treasury Department has requested copies of the four War Bulletins issued from the Superintendent's Office relating to the Schools at War program for distribution to the 125 largest cities throughout the nation.

* * *

Vincent E. Jaster, District Superintendent of the Brea Elementary School District, has been in the schools of Brea since 1929 when he was principal of the Laurel School. From 1930 to 1942 he was principal of Brea Grammar School. Then he was elected District Superintendent of the district in the fall of 1942 for a one-year term which was recently extended to a four-year contract.



Vincent E. Jaster

Mr. Jaster received his elementary education at Devils Lake, North Dakota, and graduated from the Devils Lake High School in 1925. He received his B. S. degree at State Teachers College, Valley City, North Dakota, in 1929, and his M. S. from the University of Southern California in 1935. He has done additional work toward a Ph. D. at Greeley, Colorado, and the University of Southern California.

FARM VICTORY SERVICE INSTRUCTION

THE CALIFORNIA BUREAU OF AGRICULTURAL EDUCATION under Julian A. McPhee, Chief, Bureau of Agricultural Education and Director of California's Rural War Production Training Program, has issued an outline titled *Farm Victory Service* to provide background for the instruction which all high schools are urged to offer to junior high school boys and girls in 1943. The publication is a teacher outline to be used as the basis of a course or as material to supplement existing courses in tenth grade biology or social studies.

The Bureau of Agricultural Education will gladly give each school suggestions on using this material and other assistance such as securing speakers, obtaining visual aid material, and arranging for field trips.

The first two chapters of the publication give a brief history of agriculture and show the importance of the job to be done. They emphasize how both victory and peace depend upon sustained agricultural production. Other chapters are: The Growth of Plants, Important California Crops, Practices in Working the Soil, Control of Crop Pests, Livestock and Poultry, Harvesting the Crop, and Working on a Farm. Activities and references are given not only at the end of each chapter but within the chapter under each sub-topic as well. There is a very complete appendix which lists not only books on agriculture but bulletins, circulars, film strips, and motion pictures, all of which are current timely aids to the study of rapidly changing methods in the field of agriculture. These aids come from such sources as the U. S. Department of Agriculture, the University of California Agricultural Extension and Agricultural Experiment Station, the California State Department of Education, and the California State Department of Agriculture.

It is estimated that with the spring semester about 100 city high schools and 75 to 100 high schools serving both rural and town young people will offer some systematic instruction in "Farm Victory Service" as a means of preparing young people for their task in maintaining an arsenal of food for the armed forces and for civilian needs.

Julian A. McPhee under whose direction *Farm Victory Service* was prepared, has been chief of the Bureau of Agricultural Education since 1926. During 1925 he had been assistant state supervisor of agricultural education. Mr. McPhee went into agricultural education in 1920 as a teacher of vocational agriculture at Gilroy High School, becoming vice-principal of the high school and principal of the evening school in addition to his vocational agriculture program.

Mr. McPhee was graduated from the University of California in 1917 with a Bachelor of Science degree in Agriculture. He received his Master of Arts degree from the University of California in 1928. During the first World War he served with the United States Navy and was in the agricultural extension service of the University of California as assistant farm advisor in Merced County. Mr. McPhee is also president of California State Polytechnic School.

During the month of January a principal activity of the State Bureau of Agricultural Education was calling together county agricultural education leaders from all parts of California for a wartime food production conference. A nationwide program has been under way for some time to assist farmers in meeting the increased food-production quotas through special evening classes. In these classes farmers may learn to keep their machinery in repair, construct new farm equipment, build labor-saving devices, learn the latest methods and practices in producing essential foodstuffs, including "short-cuts" necessary because of the labor shortage and learn about producing, conserving and processing food for home consumption. Classes are also available in training farm labor.

To acquaint California vocational agriculture teachers with the newest developments in this vital food-production program, a statewide conference of county "key teachers" was called. These consist of one man from each county who is delegated by all of the vocational agriculture teachers in the county as their spokesman. There are 42 of these "key teachers" from each of the principal agricultural counties in California, and 36 of them were present at the conference, held at the California Polytechnic School at San Luis Obispo.

As a result of the conference the key teachers went back to their home communities and immediately began to evidence results of the encouragement given them. Many of them met at once with other teachers in their respective counties, others used newspaper and radio to bring to farmers in the country the opportunities of these classes.

In one district where a poultry produc-

SAN FRANCISCO HIGH SCHOOL STUDENTS VOLUNTEER FOR HARVEST WORK

Contra Costa County 4H Club members addressed Polytechnic High School students, signing up volunteers to work on farms during vacation. The 4H Club members addressed many other student bodies on the importance of student farm volunteers and built up a substantial supply of student labor for the farms to draw from.

tion class was proposed, so many farmers attended the first night that it was necessary to make two classes. Few of these farmers had been interested in poultry production before, the area being planted heavily to deciduous fruits.

In other areas, farmers who have owned orchards for years but have always hired pruning done by transient crews, are attending pruning classes to learn how to put their orchards into shape for the coming season.

It is expected that within another month several hundred additional classes under this Rural War Production program will be under way in California. These classes are offered by the local school district, may be taught by any qualified person who has the practical experience necessary to help farmers and their employees; and may be given at any convenient place—the high school, a community elementary school, a farm organization hall, a blacksmith or machine repair shop, or even a centrally-located farm home. Approval has been given to 252 classes established thus far.

Brentwood Elementary School teachers under the direction of E. J. Spiering, principal, have put together an outline of "fundamental skills," "factual materials," and "pattern of good living" by grade levels. This is the first step in a faculty study of practices, course of study, and textbooks aimed at an improved continuity from grade to grade and a greater unity of purpose.

The California Voters Handbook, a revised edition, published by the California League of Women Voters, has been issued. This is a revision of the issue of 1940. The handbook provides information on qualification of voters, elections, political parties, national, state (California), county and city governments; public personnel or civil service, public finance, and public education.

The New Navy Flight Preparatory School Program has been set up in only twenty colleges in the United States. In California the University of Southern California and California Polytechnic School were chosen by the Navy to inaugurate the program.

VENTURA APPOINTS SPECIAL WARTIME COORDINATORS

W. K. Cobb, Ventura County Superintendent of Schools, has added two new members to the county staff, each of whom will be engaged especially in school wartime work. For the past year Superintendent Cobb has had to spend an increasingly greater proportion of his time on wartime activities of the schools rather than on his regular administrative work, so that it finally became necessary to delegate the bulk of war work to two subordinates, Dean Triggs, formerly principal of the Isbell School, Santa Paula, and Mrs. Olivia Hathaway, known to many school people for her fine work in the field of health education.

Mr. Triggs fills the vacancy caused by the resignation of Leslie Helhena, who resigned after twelve years of work in the

W. K. Cobb

Ventura County office in order to accept a position in Lockheed Aircraft Company. Mr. Helhena is to assist in the development of an instructional program in the great Lockheed industry.

As Coordinator of School Wartime Activities Mr. Triggs' work will include promotion of scrap drives, thrift programs, conservation, home gardens, recreation, Red Cross work, school bus transportation, and many other things related to the war in which schools are engaged.

Mrs. Hathaway, as Coordinator of School Health Activities, will devote her time chiefly to home nursing and nutrition. The critical shortage of doctors and nurses makes it imperative that our secondary as well as elementary schools devote considerable attention to the training in home nursing. Mrs. Hathaway is well qualified in this field; as a teacher in the Ventura Junior High School many years she conducted this program which brought her state-wide recognition. Mrs. Hathaway had also served Ventura County as its first Public Health Nurse. Under her direction the County Health Department grew from a single nurse with a part-time physician to an organization employing six or seven county nurses.

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Junior Red Cross Service in Los Angeles Elementary Schools

By Helen T. Dubsky

Coordinator of Junior Red Cross Activities, Los Angeles City Schools

The American Junior Red Cross is a division of the membership of the American Red Cross and is a vital part of this big movement. Membership in this great growing organization is open to every child in any school in the United States. This organization was started in 1917 to give opportunity for children to serve. Since then it has grown continually until now more than fourteen million children have a share in our campaign for victory. Children become members in the Junior Red Cross through group enrollment. It is expected that each child enrolled through his class group will become active in some service to qualify for membership in the Junior Red Cross. The purpose of the Junior Red Cross program is "Service," and this provides opportunity for all the children to have a share in our campaign for victory and to make very definite contributions to both the armed forces and to the community in which they live. Our schools in Los Angeles are nearly 100 per cent in membership in this national organization.

Our children are making a great many of the recreational, the comfort, and the convenience articles supplied our armed forces by the Red Cross. Every article we are asked to make or to provide for the service men is a definite request from the armed forces. "The Red Cross would not ask for it, if it were not needed!"

As a part of our regular program of instruction in Art, many hundreds of scrapbooks, cartoon, and joke books are being produced for the use of the men in service hospitals and camps. Also many greeting cards are being made for service men to send to their families and friends. At Christmas time our Los Angeles elementary schools alone provided over 10,000 Christmas greeting cards made by children. The method of bringing "holiday cheer" into the service hospital or camp by sending the hand-made colorful favors and candy or nut cups for each holiday is really worthwhile. For Christmas dinner-table decoration and for trays in hospitals, our children made over 10,000 favors and nut cups. These were distributed locally by the Red Cross. Another special request we filled for the Christmas season was the making of some 13,537 paper Christmas tree ornaments, made by children and sent to Alaska to decorate 75 Christmas trees for the service men there. The Canteen Service of the Los Angeles Chapter had saved nearly 3,000 paper coffee bags, and asked that we have them decorated for holiday gift packages. Our children, using crayolas or water-color paints, decorated them with colorful, attractive designs. The Canteen Service, at Christmas, distributed the bags to the service men stationed at lonely outposts. Each soldier received two bags, one contained a bar of soap and a wash cloth, the second bag contained an orange, a package of cigarettes, a box of matches, a candy bar, and a package of chewing gum.

Boys and girls at Grant Street School, Los Angeles, display the coffee bags they decorated for the Los Angeles Chapter Red Cross Canteen Service. These bags were filled at the Christmas season and distributed to the armed forces.

Thus Junior Red Cross production does not add new subjects to our program since it gives opportunity through hand work, sewing, and other construction for children to develop skills, talents, and attitudes in a very practical way to give service to others. It also gives opportunity to develop correct habits of thrift and economy, both of time and materials.

As a definite part of our program of Practical Arts, we are producing many of the comfort articles. Many afghans have been completed, and many more are being knitted or crocheted now by our children. We have made many lap robes by sewing together scraps of woolen material with bright colored bits of yarn. We have made good use of salvage materials in many ways. We have collected, sorted out, and made into quilt blocks, bed socks and various types of bedroom slippers, scraps of cotton materials. In some of our elementary schools we have regular sewing classes, where bedside bags, utility bags, bed-pan covers, hot water and ice bag covers, and many undergarments for small children are being made. Some of the materials for these articles have been furnished by the Red Cross and we have produced these articles according to their specifications.

Many recreational articles, such as checker boards with checkers, jig-saw puzzles, puzzle peg games, and many other wooden games have been constructed and sent to hospitals and camps.

As well as producing the great number of needed articles for the armed forces, we have not overlooked our community service and have made many garments for children, many games and other toys. At Christmas time, we completed over 1,100 oilcloth animals for the Red Cross to distribute to local children's institutions.

The general program of Junior Red Cross activities in all schools provides for classes in Nutrition, First Aid, Home Nursing, and classes where production includes the making of children's garments, the making of recreational games and other articles, also the making of the holiday favors and nut cups.

Our program of production in our schools provides for the Red Cross a source of service, a source of production of the many needed articles to serve both the armed forces and the community, as well as a source of supply of a great many articles made from salvage materials.

Thus Junior Red Cross work gives the boys and girls in our elementary schools many definite and important opportunities to serve and produce for winning the war. Participation in this work provides a splendid opportunity for the child to feel he has made definite and important contribution toward helping win a war fought for his freedom, as well as yours and mine.

Library News

Edited by MABEL R. GILLIS, State Librarian

The following view of the current library scene in California is by Grace Murray, Editorial Librarian on the State Library staff.

AT YOUR SERVICE, GENTLEMEN!

First order of business in the California State Library during sessions of the Legislature is prompt, efficient reference service to Legislators and State officials. This service has almost unlimited variety in scope and detail. In general there is an increase in business in all the public departments: more people telephoning or writing in for facts, more people borrowing books, more people just coming in to look around the Library Building.

There is usually an urgency to the requests that demand immediate attention of the librarians. There was one occasion when a page from the Capitol rushed into the Library with a note from the Senator who was in the middle of a speech, asking the reference librarian, Beulah Mumm, to send him at once, please, a copy of Abraham Lincoln's inaugural address, since the Senator wished to read from it before concluding the speech he was then delivering. Another time that sort of rush request, from an Assemblyman who was arguing for passage of his favorite bill, asked the law librarian to speed along to him by the messenger bearing his note a certain file of legal opinions relating to the matter in hand. Once there was even a frantic call for a *picture* of the unknown soldier! That request has not yet been filled. There is a limit to what even the State Library can produce.

Just before the inauguration of Governor Warren it was discovered that a Bible had not been provided for administration of his oath of office. The State Library sent over a Bible and the oath was administered. Then the Bible disappeared—perhaps into the pocket of a souvenir hunter who collects the finger prints of Governors being sworn into office!

When appointments are to be made or tributes to the deceased or honors to the living are to be bestowed, there is usually a flurry of calls for everything from correct spelling of a man's name to an extensive biography and family tree of the person involved. Again someone wants to see a newspaper recording the Governor's statement of policy or the most recent wording of the Democratic platform or a tally of how many members of the current Legislature are farmers or lawyers or mousetrap salesmen—or whatever fact is needed to prove a point about something.

One day recently the radio program, "Legislative News," featured Caroline Wenzel, head of the California Section of the Library, in an interview highlighting resources of the State Library. At present she is helping an Assemblyman (who wants to write an editorial for his home town paper) list the names and background of all Assemblymen who have sat in seat number 31 in years past. At last report the record had been picked up in 1858 when Assembly seat 31 was numbered 6, but the editorial was progressing nicely just the same.

The Law and Legislative Reference Section of the State Library is the main medium of contact between members of the Legislature and the great body of documentary and statutory material in the Library which bears upon questions presented for legislative action. Bills and journals of past sessions of the California Legislature, reports of State departments, and statutes and court reports of all American States, the United States, British Commonwealth of Nations and dependencies, and related material are available for instant use. In addition, the entire staff and resources of the Library are organized to give service to members and officers of the Legislature.

This special research and assistance to the law makers is one of the regularly recurring duties of the State Library. And so some of the activities can be planned during the weeks just before the Legislature convenes to relieve the sudden rush of work during the early part of the regular biennial session. First of all, letters are sent to members of both houses, calling attention to the services the State Library has to offer and expressing the hope that they will use its facilities freely while in Sacramento. Cards are enclosed to be completed and returned for the California Section's special file of biographical information on Legislators and State officials. Evelyn Huston of the Government Documents Section sends written requests to the chairman of interim committees urging that copies of their reports be deposited in the State Library, since such reports are frequently needed by later Legislatures and if these documents have not been sent to the Library they may be otherwise unavailable for research workers.

The reference departments of the Library try also to anticipate the needs of the Legislature by preparing bibliographies particularly of information in periodicals on current issues; by assembling laws of other States, and by acquiring the latest printed material on subjects that are likely to be included in proposed legislation. Requests from Assemblymen and Senators sent directly to the Library and also through the Legislative Counsel Bureau (a separate State department, having no connection with the State Library, for assisting in bill-drafting and advising members of the Legislature on matters of form and constitutionality of bills and amendments) are the basis of this preliminary work.

The advance preparations include also weeding out and shifting material accumulated during previous legislative sessions to make room for the sorting and storing of bills, journals and histories of the current meeting. The State Library makes up and binds ten complete sets of this printed material (covering the business proceedings of the Legislature), several copies for the Library's permanent collection and others to be given to various State agencies. About sixty printed copies of all bills and resolutions introduced to the Assembly and Senate each day are delivered to the Documents Section of the Library, most of them for distribution to librarians or officials throughout the State who may request the State Librarian to forward them bills pertaining to legislation on particular subjects of local interest or importance.

Designated members of the State Library staff read all the journals of the California Legislature as issued and the State Librarian keeps librarians in California informed of any pending legislation that is of significance to a local library or to any particular type of library in the State, so that the library authorities concerned can speak or write to their local legislators about a bill before official action is taken on it.

Staff members of the Library's Law Section compile material for biennial publication of the *Handbook of Information for use of Members of the California Legislature,* the chief purpose of which is to give members of the Legislature, and especially those about to serve a first term, certain useful information in concise form in this pocket-size booklet. It includes

lists of State offices and commissions, classification of counties, population of cities, members of the State Senate and Assembly, California representatives in Congress, a map of Congressional districts, and a brief directory of Sacramento. Copies are distributed free to Legislators, to State offices, to libraries, and to groups touring the State Library while the Legislature is in session.

There are always many visitors to the Library at this time. In addition to those persons who come for special assistance in research on legislative matters, there are also Legislators and lobbyists and families of both who come about personal matters while they are in town. In fact, there are even "bearers of gifts" among these. Most recent of this group are a poet and a song writer who have given for the California Section, respectively, a valuable volume of poetry printed by the John Henry Nash press and a fine autographed collection of the musician's own compositions.

This year we are missing the many groups of students who used to come in school busses to spend a day visiting the Legislature, lunching in Capitol Park and touring the State Library building. Rationing of gasoline is keeping most of those boys and girls right in their own schools now, just as the demands of private business and these same effects of the war are keeping many of the usual crowd of lobbyists away from the Capitol during this legislative session in 1943.

Herbert V. Clayton, supervisor of the Law and Legislative Reference Section of the Library, reports a marked trend in State legislation toward uniform laws. The Council of State Governments has urged the passage of measures on such matters as a governor's emergency council, sabotage, adjustment of labor laws concerning the extension of working hours of women. One effect of this trend is that much more reference and research work is done with members of the Legislative Counsel Bureau rather than with individual Legislators, since research is necessary to see that pending laws for California do not conflict with federal regulations and that they are in general conformity with the laws of other states on comparable matters.

During the biennial sessions of the California Legislature the State Library makes every effort to live up to its original purpose, that of making available to all State officials the legal information, the official publications and the general material in its excellent collection of some 500,000 volumes of books, documents, magazines and newspapers. It is all at your service, gentlemen, we remind the law makers once more.

Public Guidance

The federal government now constantly asks the help of libraries in making available every possible resource to assist the public in their understanding of important issues, such as the currently controversial "point system" of rationing processed foods. It is the policy of the Office of Price Administration, Department of Information, to keep librarians informed so that local libraries may, in turn, supply the public with accurate information on all subjects of great common interest. It is not to be the problem of librarians to tell other people what to think, but it does become their duty to make available a fair presentation of facts about any given situation so that people can give reasonable consideration to problems.

So that librarians themselves may build up their background of information and discuss the problems to be met in library service now, the American Library Association has initiated a program of institutes on War and Postwar Issues. A national institute for leaders in the profession was called in Chicago for the last weekend in January. A representative group of about twenty California librarians, including State Librarian Mabel R. Gillis, Elinor Alexander of the Salinas Union High School Library, A. L. A. President-elect Althea Warren and Helen E. Vogleson of the Los Angeles County Library were invited to participate in this conference. This national institute was to serve as a demonstration for others in the series. Four sessions were held for discussion of the following topics: "Ideas Are Weapons," "What Citizens Must Know and Do to Help Win the War," "Preparing for the Postwar Period," "What Librarians Can Do." Experts in various fields were invited to present important issues and to discuss the literature librarians should be using in connection with them.

Miss Gillis has been appointed State Coordinator of Institutes to be held for California librarians early this year. Dr. Mary D. Carter, Director of the U. S. C. School of Library Science, is in charge of a regional institute for Southern California and Oakland's City Librarian, John B. Kaiser, is to arrange for the second regional institution in San Francisco.

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Book Reviews

From the Harr Wagner Publishing Company

THE STORY OF CONTRA COSTA COUNTY FOR BOYS AND GIRLS, by Wilma G. Cheatham, Price $1.75. (*Reprinted from review by Helen Heffernan in the California Journal of Elementary Education*) In this book Miss Cheatham, who is Director of Research and Reference, Contra Costa County, has contributed an interesting and valuable history which will be a source of much pleasure and information to the youth of Contra Costa County. It contains interesting stories of the Indian

Wilma G. Cheatham

occupation and the coming of the Spanish; the grain era when the county was alight with fields of shining wheat and barley.

The dusty roads, the rivers, and the bay were channels for wagons and water craft loaded with sacked grain. The author describes the later days, when orchards and vineyards encroached upon the grain fields, and the recent era of factories, canneries, packing houses, smelters, shipyards, wineries, and mills which contribute so materially to Contra Costa's prosperity and progress.

The story of the County is ineradicably stamped with the names of early Spanish settlers and the author has given the source of the names of rivers, towns, and valleys. The excellent pictures and maps also contribute to the value of the volume.

Children who are familiar with local history have a common bond with their community. Contra Costans are fortunate to have so interesting a history so ably written.

From D. C. Heath and Company

FUNDAMENTALS OF ELECTRICITY, Fred R. Miller. Price, $1.00. This text, prepared expressly to meet the requirements of the War Office and the U. S. Office of Education Bulletin PIT-101, provides the maximum in clarity, practicality, and teachableness. Concepts are stated simply in non-technical vocabulary, and no previous training is assumed save arithmetic and simplest algebra. Diagrams and action photos are closely linked to the text. Non-critical materials are used in experiments wherever possible.

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ED WYNN AT CURRAN THEATER

Ed Wynn, famous stage comedian, comes to the Curran Theater, San Francisco, Monday night (March 1) at the head of *Big Time,* uproarious all-star Broadway variety stage revue.

Besides Ed Wynn, the lineup includes Paul Draper, Jane Pickens, Moke and Poke, Corinna Mura and New York importations galore. Fred Finklehoffe and Paul Small, who produced the hilarious *Show Time* here last summer, are the managerial minds of the incoming *Big Time.* Incidentally, the preceding *Show Time* is now New York's longest run variety revue.

Billy Rayes, Adriana and Charly, Dick and Dot Remy, Paul LaVarre, Eleanor Schramm and Helen Tighe are all included in the *Big Time* principals, forming an impressive array of youth, beauty, laughter and song. Ed Wynn, "the perfect fool," shoulders the heaviest assignment, of course.

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78TH CONGRESS
1ST SESSION

S. 637

A BILL

To authorize the appropriation of funds to assist the States and Territories in more adequately financing their systems of public education during emergency, and in reducing the inequalities of educational opportunities through public elementary and secondary schools.

FEBRUARY 4, 1943
Read twice and referred to the Committee on Education and Labor

ACT NOW Willard E. Givens, Executive Secretary of the National Education Association, and a Californian, requests your cooperation in putting through this bill and asks us to act now. Discuss this serious situation with your fellow citizens and write your Senators and your Representative urging action.

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March, 1943

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California Teachers Association has pioneered the way for many progressive educational movements.

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5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
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The dues of California Teachers Association are $3 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

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JOHN F. Brady
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

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Central Section
H. W. KELLY, 217 H Street, Bakersfield.

North Coast Section
MRS. ALMA THOMPSON, Ferndale.

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T. S. MacQUIDDY, Watsonville.

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Jottings of a Traveling Bookman

By W. M. CULP

This government rationing program that is with us for the duration is likely to be of permanent value. It will have to make mathematicians out of the purchasers of our foods and clothing, else there will be plenty of starvation and nakedness. It is to be expected that schools will immediately motivate arithmetic in the grades and mathematics in the secondary schools with problems built around the purchase of foods and clothing, and the making of menus. For years now we have had domestic science teachers teaching a balanced diet. We have in recent months had health circulars all over the nation calling for the eating of fresh fruits and vegetables and the drinking of milk. We are now up against the problem of the freezing of great quantities of fresh vegetables, which are to be canned for ourselves and lend-lease which, naturally, will cause a shortage of fresh fruits and vegetables. The lack of farm labor is causing the slaughtering of dairy herds in numbers too great to make one comfortable as to the possibility of having milk for each growing school child.

With the coming of meat rationing, the meat substitutes of beans and cheese are also to be rationed or frozen. Unrationed materials such as spaghetti are to be made palatable without such condiments as catsup and such like.

It looks as though our last several decades of balanced diet and fresh fruit and milk programs is going to be set back to pre-health days, when potatoes and corn and hog meat were the usual diet for the majority of Americans. Now, hog meat is out. Perhaps we are to get all of our vitamins out of the pill bottles. Anyway the educator has some real life problems laid right at his doorstep.

* * *

In these days of high diplomacy and communiques, of sudden headlines of victory and defeat, the common populace is rather more confused and more than often jumps to wrong conclusions. Anything that can lead to a clearer interpretation of current events should surely be in the national interest. Waverley Root in a recent column of his about the correct reading of communiques wrote some pertinent facts that all social studies teachers burdened with current-event sessions could take to heart.

He writes—"It would be a useful thing, I think, if civics courses included a chapter on 'How to Read Official Documents.' The main points set down would be these: 1. It is a political necessity to put the best face on everything the Government does. It cannot be expected, therefore, that any official communique will report of a conference, for instance, that it failed of its objectives, or even that it has not quite accomplished the maximum results expected of it. If, to give a timely example, General Giraud and General de Gaulle had indulged in a fist fight behind the closed doors of the conference room, the communique would still have noted that they were in 'entire agreement.' Such phrases, by themselves, therefore are meaningless. 2. If the official communique characteristically tries to gloss over failures or disappointments, if it habitually sees the achievements of men whose activities it chronicles in the rosiest of lights, it almost never actually lies. Misdirection and omission may characterize it but not deliberate untruth. For instance, when a Navy communique apparently denied that there were any Japanese in the Aleutian Islands, and it was later discovered that there were Japanese forces there, it was also discovered that the Navy statement had been so worded that it was exact. It was the reader who had supplied the deduction of the freedom of the Aleutians from Japs, which, though it seemed to follow from the Navy statement, was actually not included in it.

"Therefore, in attempting to draw the meaning from an official communique, never deviate from the precise meaning of the exact words used. Add nothing and subtract nothing. Every phrase and every word of an important official statement is weighed with the greatest of care. Remember that if it were possible to go farther in the direction which the communique obviously desires understanding of it should take, that farther advance would be specifically stated in the communique. If it is not so stated, it is because there is some reason why it can not be. 3. Often more important than what is said in a communique is what is not said.

"The real impact of an official statement is usually to be discovered only by measuring it against the expectation. Ask yourself of an official communique on such a conference as Casablanca: 'What was expected to come out of this conference? Is the announcement less or more than the expectation?' And also 'Is the announcement complete? Can we perhaps expect supplementary information later?' 4. Distinguish between the actual terms of the communique, which is the carefully calculated expression of the actual achievement, and semi-official or unofficial interpretations of it. It is common for Government officials to draft an official statement, and then to suggest an exaggerated interpretation of it in supplementary press interviews. But if the additional impression added by the interview is not written down in so many words in the official statement, it does not count. The casual press interview remark is not a basis of official policy. No one is bound by it. It may be ignored at any convenient later date. This is not true of the official document, which is a State instrument in which intentions are enshrined for which their authors and signers may later be held accountable.

"5. The commonest mistake of communique readers is to look no farther than

the words. Thus, if 'complete agreement' is claimed, complete agreement is believed, and no one stops to ask, 'Agreement on what?' To understand the genuine practical effect of the actions described in a communique, it is necessary to go beyond the words to the things they stand for. For instance, if it is announced that Generals de Gaulle and Giraud will 'maintain liaison,' these words mean much or little, depending on whether they refer to effective common decisions on important points, or whether they mean only that there may be sporadic future contacts, unproductive of genuine collaboration. In the light of these interpretations consider Casablanca again. 'Unconditional Surrender' was not a part of the communique, it was a part of President Roosevelt's remarks at a press conference."

The problem of juvenile delinquency in war manufacturing areas is not improving. If reports are to be believed, the seriousness of the situation is becoming more acute. With the demand for more woman power for war work it has come to be realized that the problem of children running the streets because of their parents working has to be met somehow. The establishment of children's nurseries for the very young has been started in some cities by public sponsorship, that of the industry involved or by private management. In some spots it is reported parents pay up to seven dollars and a half per week to have their children looked after in the daytime. In the bills in Congress in relation to the draft of civilian men and women, women with children are specifically exempted. Many believe that the place of the mother is still in the home looking after the interests of her offspring rather than letting them run wild.

One of the permanent results of this current world war is the growth of the feeling that never again shall we take the path of pacifism and lay ourselves open to attack by outside forces because we are not armed. From all over the nation are coming statements that we should have universal military training of youths from 18 years on for at least one year, and then their retention in the reserve for a period of years with a portion of each year devoted to military training and maneuvers. Even now, it is being advocated that military training be made mandatory in the high schools of the country. In past years, some high schools, primarily those in the large cities have had military training. These high school cadets were under military instructors. Recently, in Washington, D. C., Representative Stefan of Nebraska, ranking Republican member of the House Appropriations Subcommittee for the District, advocated an intensive program of military training for all District high school students. He suggested daily training periods, supplemented by rigorous summer camp courses under actual Army disciplinary conditions. Such a program, he declared, would be "a short cut" for the Army in preparing teen-age boys to take their places in the service. He continued, "High school boys are now being absorbed into the Army upon graduation. They ought to be toughened up and given training that will prepare them for the rigors of warfare."

SIX-DAY SCHOOL WEEK

Conditions existing during the year past, which led to the employment of thousands of California boys and girls of school age in the harvesting and processing of crops, led to the enactment of an emergency law which authorizes school districts to maintain schools on Saturday if conditions warrant this effort to shorten the school term. California school law specifies 170 teaching days as a minimum school year. It has been agreed that any shortening of this school term is unwise. With acceptance of the new authority for holding school open on Saturdays, at the discretion of the school board, many schools will find it possible to obtain the required 170 days and still dismiss earlier than the customary dates.

One High School in the central part of the state reports holding school on the first and second Saturdays of the month, to avoid running into an extra week at the close of the year; another the use of Saturdays over a period of a few months, to permit dismissal during the peak of a harvest season; and still another school has already tried the plan of holding school on alternate Saturdays and found that attendance warranted continuance of the plan long enough to permit closing school two weeks earlier than their original schedule called for.

BERKELEY SCHOOLS PLAN NUTRITION PROGRAM

Dr. Virgil E. Dickson, Superintendent of the Berkeley Schools, has secured the services of Dr. Flora Rose, in the capacity of consultant and adviser for nutrition work, to be developed in the public schools.

Dr. Rose is a nationally known nutrition expert, who recently retired from the faculty of Cornell University. Dr. Jean Bogart will assist Dr. Rose.

The general plan as outlined consists of special instruction in nutrition for nurses, teachers, cafeteria workers, parents and possibly other groups, emphasizing nutrition values and balanced diets. Dr. Rose will not only give lectures to the various groups, but she will also prepare bulletins that may be used both in the home and in the school. The purpose of both lectures and bulletins will be to prepare the people, from month to month, to use those foods that are available on the market and which may be substituted for the common foods that are no longer obtainable, and to assist parents, as well as school cafeterias, to prepare a nutritive and well-balanced diet for school children.

SENATE BILL NO. 637

Willard E. Givens, Executive Secretary of the National Education Association of the United States, has sent to all editors of educational magazines, asking that we appeal to all educators to support the Senate Bill S. 637. Californians know Willard E. Givens through our personal contacts with him. We know that we can not only follow his suggestions, but, when he requests that we *act,* we not only can safely do so, but we *should* do so.

Senate Bill S. 637 has been proposed because all states need federal aid for education due to the war emergency. Loss of teachers to defense industries, because of inadequate teaching salaries, as well as the draft, are reasons for our national shortage of teachers. Mr. Givens writes that there is a definite school crisis to be met. He states: "Senate Bill S. 637 is one that all educators can support. It will help to save the schools. It will safeguard the educational opportunity of the nation's children. It will provide aid to every state. It will give additional help to those states where the need is greatest."

Western School News

Edited by MORRIS WAGNER

WILLIAM ODELL APPOINTED OAKLAND SUPERINTENDENT

William R. Odell, who since 1940 has been assistant superintendent of schools, Oakland, in charge of high schools, adult education, war preparation training, and director of vocational education, was appointed to succeed William Ewing upon his recent retirement from the superintendency. Mr. Odell came to the Oakland schools in 1936 as director of secondary education. From 1931 to 1936 he was on the faculty of the School of Education, Columbia University, where he had received his Ph. D. in Educational Administration.

Mr. Odell was born in Brazil, Indiana. He came to California in 1921 and attended the Monrovia High School, graduating in 1923. He received his degree in business administration at the University of Southern California in Los Angeles. From 1927 to 1929 he taught in the Miami High School, Arizona.

William R. Odell

For the past five summers Mr. Odell has taught at the University of California School of Education and has been instructor in education also at Stanford University and Mills College.

In 1930 Mr. Odell was Research Assistant on President Hoover's National Advisory Committee on Education in Washington, D. C. He was a General Education Board Fellow working with the California State Department of Education for two years in connection with its study of high schools in California. At present he is a member of the California Teachers Association State Council of Education and chairman of C. T. A. Committee of Professional Growth of Teachers. He is the author of several books for use of high school students and teachers in the field of bookkeeping, accounting, and business economics, of several texts, many magazine articles, and contributions to professional yearbooks. He is a member of the Board of Editors of the California Journal of Secondary Education.

Mr. Odell's other activities in Oakland include: president, Oakland Forum; director, Oakland Rotary Club; president, Oakland Scottish Rite Scaife Scholarship Foundation; chairman, Youth Section, Oakland Defense Council; for past four years, member of Budget Committee of Oakland Community Chest; chairman, Training Committee and member of the Board of Directors, Oakland Area Council Boy Scouts of America; chairman, War Manpower Commission Committee on Student Labor for northern California; member of the Advisory Board of the Pan American Society.

CALIFORNIA'S NEWEST SCHOOL

Among the many beautiful California school plants, the Lakeside Union Elementary School of Kern County, California, is probably one of the most unique in that it was built during one of the most critical periods of United States history. Construction was started in November of 1941 and completed in December of 1942. The contract was let on a cost plus basis with the school board retaining the buying power. The board's farsightedness was probably the greatest factor that contributed to the completion of the plant in that they authorized their District Superintendent, Alfred H. Glantz, to buy materials and store them in a five-stall bus garage that was used during construction as a warehouse. All critical materials were purchased and held in readiness. Some were on hand fourteen months before actually needed.

Through the unanimous efforts of the school boards of the three districts involved and ably supported by Mr. Leo B. Hart, County Superintendent of Schools, the Union was formed early in 1941 and a $100,000 bond issue was voted to be retired in three years. The Union is composed of three rural districts whose combined assessed evaluation is $14,500,000. A new twenty-acre site was purchased, a well drilled, and the land graded for proper drainage away from the buildings and from the play grounds.

The school is located fifteen miles south west of Bakersfield. It has eleven teachers on its staff. One teaches remedial reading, another is a speech correction teacher. Mr. Glantz supervises classes in victory gardening and shop work besides his duties as the administrator. The plant consists of ten classrooms, a large cafeteria and auditorium. The cafeteria is operated by the district. Children pay fifteen cents per meal if they can afford to pay, otherwise it is free. Fresh pasteurized milk is included with each meal under the Agricultural Marketing Administration's "Penny Milk" program. Children receive well balanced meals prepared in a modern kitchen, equipped with an electric vegetable peeler, a food mixer and ample refrigeration space. The dishes are washed and sterilized in a washer. The cost of the entire plant including land, building, four residences for custodians and bus drivers, new furnishings, etc., is $235,000.

The architect, Frank W. Wynkoop of Bakersfield and San Francisco, incorporated the clear story feature which allows the maximum of natural lighting to be distributed evenly over the entire room. Even though six 500 watt semi-indirect lamps are installed in each classroom, they were only necessary three days during the school year.

The school operated on a five-day week and minimum day basis during the harvest season and surveys showed that enough child help was provided so that all cotton was harvested without any appreciable loss. Cotton is the main fall crop of the region and it cannot be harvested when wet, therefore the closing of school would only result in waste of time during wet forenoons.

Robert Reinhard is the new Director of Physical Education for Alameda County. Mr. Reinhard comes to this position from the principalship of the Mastick Elementary School in Alameda, which position he had held since 1939. Prior to that, he was vice-principal of the Haight Elementary School for three years. He came to Alameda from the position of football coach at the Redondo Beach High School. He has also taught at the Pacific Military Academy at Culver City.

Mr. Reinhard secured his teaching credentials at the University of California, both in Berkeley and Los Angeles.

A BOOKMAN GOES TO WAR

A California bookman goes to war, but lands in the publishing business, instead of on the high seas.

Lieutenant Ritchie C. Smith, on leave from Ginn and Company, who joined the Navy in the fall, in the hope of nabbing a few Japanese submarines, is in the Bureau of Aeronautics, U. S. Navy, Publication Section. To quote from Ritchie Smith's letter:

"As for my present assignment, which is hardly what I anticipated when signing up last fall with the Navy, one takes what one is given; and, now that I am here, I must admit that it does have its interesting side."

He goes on to describe the work: "This is a relatively new activity, and our job has to do with the coordinating of all Bureau of Aeronautics publications, and getting them into the hands of the various air activities of the Navy at the right time and in the right quantities. That sounds simple, doesn't it? But, when you consider that it includes hundreds of publications, ranging from confidential reports, through highly technical instructions for maintenance and repair on each part of an airplane, to training literature —not to mention the problem of getting them on time to highly mobile units—you will see that it does provide something of a challenge! Just to be in Washington, and a part of the mad whirl that goes with the 'Home Office' of a World War, is quite an experience in itself."

Lieutenant Ritchie C. Smith

Lieutenant Smith is very well known in northern California, where he had traveled the highways and byways of the northern part of the State since 1929. He is a son of Selden Smith, for so many years beloved western manager of Ginn and Company. Ritchie Smith graduated from Dartmouth College in 1926 and the year following was Assistant to the Director of Personnel. His first year with Ginn and Company was spent with the Athenaeum Press in Cambridge, Mass., where he learned something of the school book business on the production end. He then spent some time in the Chicago Office before coming west to join the fraternity of the "Knights of the Roaring Road" in the days when we were burning up the highways in the pursuit of business.

WAR JOBS FOR PHYSICALLY HANDICAPPED

Superintendent Walter F. Dexter, in his report for the California State Department of Education to the Governor's Council, states that two important conferences have been held this year under the sponsorship of the Bureau of Vocational Rehabilitation. A total of 145 participants included key representatives (1) of employers and industry, (2) of Federal and State Agencies concerned with manpower and placement, (3) of education and war production training, and (4) of agencies for the physically handicapped.

According to the War Manpower Commission, there are at least 2,000,000 disabled persons in the United States (100,000 in California) who through rehabilitation service be prepared for suitable employment, and thus contribute materially to the war effort. Their services are vitally needed. The results of vocational rehabilitation service in the past have amply demonstrated the success of the handicapped as efficient workers when trained for suitable jobs. It is interesting to note that representatives of the United States Civil Service Commission reported modification of regulations to permit the employment of the handicapped in government agencies, including air depots and naval bases. The Commission recently published a tabulation of hundreds of positions already filled by handicapped workers with almost every type of disability.

ZEEKS! BUT DIOGENES IS ALL UPSET!

Maneuvering his shaded lantern in the blackout, he explains: "I am not looking for an honest man as you may suppose, but I seem to have mislaid my copy of THE JOURNAL OF EDUCATION. Has anyone seen it?"

- Diogenes may not know it, but the Journal of Education is breaking down his cynicism—building up his faith in America's schools — showing him what the best of them are doing.
- **THE JOURNAL OF EDUCATION puts the GO in pedagogy.**
- For $2.75 it is yours for a year.

THE JOURNAL OF EDUCATION
SIX PARK STREET
BOSTON, MASS

California for many years has led the nation in the number of its rehabilitated citizens. This boy is paralyzed from his hips down. He can raise his left arm only part way, but he has completed a year's training in a State school for the handicapped. He can now repair watches and is considering instrument work at an aviation factory.

Rubber Gatherers of the Amazon Valley

By Bess Persels

Corinne A. Seeds, *Principal, University Elementary School*
University of California at Los Angeles

This study of South America on the fourth grade level grew out of an area of experience on boats and cargoes in the third grade. To refresh the children's memories and to provide for the continuity of social studies experiences, the teacher arranged environmental stimuli.

Miniature freighters were placed on a table in front of the room, above which were illustrations of other boats seen in the Los Angeles Harbor. A large map of the world and one of South America were hung on the front blackboard. On another table at one side of the room were specimens of South American products such as coffee beans, a small coffee tree*, a cacao pod and beans, a rubber biscuit, latex and so on. Accompanying these products were illustrations and charts showing the processes of production. Books opened to colorful illustrations were on a browsing table on the opposite side of the room.

The children walked about looking at the various things and talking among themselves. Comments could be heard such as "I made a boat like that one." "My freighter carried a cargo of petroleum products to Brazil and brought back coffee." "Look at this funny ball of rubber. Let's see if it will bounce." Later when the children were seated they discussed what they had seen, told of their past experiences with their boats and asked questions.

There were many questions asked concerning the rubber biscuit and latex. The answering of these questions started the study of the rubber gatherers. The initial questions were:

Where did the big ragged rubber ball come from?
Why was it made that way?
Does rubber come from a tree?
How is rubber made from that white juice?

Through reading and consulting maps and illustrations, and sharing their information through class discussions, the children gained the following information.

The best latex comes from the Hevea tree which grows wild in the Amazon jungle among hundreds of other kinds of trees all tangled together with vines. The Hevea trees may grow from 75 to 100 feet apart. The tapper must cut a path or estrada in the jungle connecting as many as one hundred Hevea trees. The path is cut in the form of a circle so that when the tapper is finished he is back home. As the latex runs better early in the morning the rubber tapper begins his work about four o'clock. He carries with him a machadina (a kind of knife) and some small pottery cups.

When he comes to a Hevea tree, the tapper makes a thin gash throughout the length of old scars found on the trunk. At the lower end of each cut he attaches a cup with bits of clay. After the trees have been tapped, he takes a gourd bucket or balde and goes back to empty the cups into the balde. It is about ten o'clock in the morning when he returns to his hut with his bucket of latex.

After breakfasting on manioc bread, meat and tea, the tapper finds that the latex has begun to thicken and he must do something before it spoils. He builds a fire of palm nuts and places over it a funnel-shaped chimney, small end at the top. Soon a thick black smoke is pouring from the top. Then he takes a paddle, dips it in the latex and turns it around in the smoke to dry. He does this again and again until all of the latex has been dried into a black mass on the end of the paddle.

Saturday is market day. The tapper loads his week's supply of rubber biscuits on his back or in a boat and takes it to the weighing station. It is called Para rubber from the Brazilian city where it is finally marketed.

After finding out how rubber is tapped and shipped the children wanted to be rubber tappers. Tables and chairs were moved outside to give more room for the play. One section of the room was marked off for the jungle. The estrada and rubber trees were indicated by chalk marks. A stream was drawn near the area representing the tapper's hut.

In their planning, the children decided the tapper would have a wife, family and other relatives. Some chose to be monkeys. The women and children would remain at home to do the house work and cook breakfast while the men were in the jungle.

The teacher sat at one side to watch the play develop. At first there was considerable bickering on the part of the children as to who should do what and when. The teacher did not interfere so long as she could see educative possibilities in their play.

In due time the children were playing together cooperatively and with more or less satisfaction. Some of the girls were cooking, others making beds or washing clothes in a manner observed in their own homes. The boys were cutting their way through the jungle but they were so busy shooting monkeys and other imaginary animals that they forgot to tap much rubber.

After a time they returned home dragging a child who had started out as a tapper but had become a lion and had been shot. The lion was dragged into the hut and all began skinning it. In no time the whole family were feasting on roast lion.

At the end of the play period the children came together to share their experiences. They expressed their opinions freely and asked questions. The teacher asked questions too concerning what she had observed. The questions that were to be answered before the next play period were:

Would the rubber tapper be likely to see many wild animals on his rounds?
Do lions live in the South American Jungle?
Do Indian tappers have guns?
What do they eat and how is it prepared?
What kind of clothes do they wear?

Study and sharing periods followed to find answers to their questions. They found that although many wild animals, birds, and snakes live in the jungle they seldom trouble the rubber tapper. Some of the jungle animals are the jaguar, peccary, ocelot, monkeys, parrots and parakeets but no lions.

For hunting the Indian uses a blow gun, a bow with arrows and a spear. Poison found in shrubs helps the Indian in his hunting and fishing. Arrows are dipped in the poison that is carried in small gourds. The hunter leaves his game some distance from his hut and his wife goes after it. He fears the animal's spirit will follow him home and bring bad luck to him in his future hunting.

Foods common among the rubber tappers are: tapir eaten fresh or dried; arma-

*Loaned by Mr. Elmer R. Eggers at the U. C. L. A. Experimental Station.

dillos baked in ashes; parrot soup; turtles and turtle eggs; fish fresh, fried and smoked; wild honey; nuts and seeds; jungle fruits; tea; manioc bread—which is the chief food.

Women plant the manioc, or cassava, after the men clear the soil. They carry the manioc roots as well as other things in baskets on their backs or slung from their foreheads. Manioc or cassava roots are prepared by soaking, scraping, cutting in pieces and grating them after which the mass is again soaked before being put in a long tube-like basket called a ma-ta-pi where the poisonous juices are squeezed out. The mealy mass is then dried and made into flour. The flour is sifted, kneaded with water, and cooked in large earthen plates over a fire started by friction in a groove. The family fire is kept burning night and day.

Left-over meat is cooked in a pepper pot to preserve it. The pepper pot is always kept on the fire. Capsicum is added as a preservative and flavoring. In the preparation of a meal a woman may carry a big jar of water from the river to her hut on her head. It is held in position by her uplifted hand.

The big meal of the day is at sundown. The men squat around the fire and help themselves from the pepper pot and other food. The men eat together. Children and women eat afterward. The fingers are the only eating utensils.

After a day's work the men stretch out in hammocks and the women crouch on their heels about the fire. Sometimes they tell stories. When not too tired they dance. The dance is their chief entertainment. Any excuse calls for a dance. Guests are summoned by the beat of a drum. They often have a dance and chant before going hunting to insure good luck.

At least once or twice a week the children played at being Indian tappers or hunters. As more animals were added to the play a need was felt to see some real South American animals. The teacher made arrangements with the mothers and the children were taken to the zoo. This trip not only helped them in their play but in their rhythmic expression and creative writing as well.

Written after visit to zoo:

THE JAGUAR

When I went to the zoo I noticed the jaguar and how he paced back and forth in his cage. His eyes were bright yellow when he looked up at the bars of his cage. He was thinking of his home in the green, dense jungle of South America. He was brought over on a ship and now he is at the Griffith Park Zoo.

THE RING-TAIL MONKEY

Oh little thin ring-tail monkey
With your tail so tightly ringed.
If I had a tail just like yours
Do you think that I could swing?

THE CLOUDBURST

The sun is out and day breaks. Suddenly a dark cloud battles the sun till the thunder rumbling and raging turns into a streak of lightning and a shower of rain speeds to earth.

After a while an animal creeps out, looks around, then slowly comes into the open. The birds peek their heads out to make sure that all the rain has gone away, then they fly away. The butterflies spread their wings and take to the air.

Then night falls. The sound of a night bird, then a roar of a jaguar and a screech of a monkey is heard—all the sounds of the jungle as always.

To add greater meanings to the process of smoking rubber, the children decided to make the necessary tools and to smoke some real latex in the yard over a smudge fire made of green leaves and cloths dampened with oil. They managed to smoke a biscuit about the size of a small apple after much patient effort. When they had finished they were feeling sorry for the poor rubber tapper.

The next time the children played, they not only tapped rubber and smoked it but they also loaded imaginary biscuits in nets, slung them around their heads and carried them to the boat. The load was then paddled down the stream to the weighing center. From this part of the play there developed an interesting rhythmic pattern.

One time before going hunting the children tried to have a dance to insure better luck. As the dance was not very successful they asked to learn a dance and chant and to make the musical instruments to accompany it. They found out about the instruments and the five-tone scale of the jungle first. Then they decided to make flutes, drums and rattles. The music teacher helped them to create their dance and chant and to make the musical instruments.

On one occasion while they were playing at going hunting one of the hunters was hurt and had to be carried to the hut. No one seemed to know what to do. Finally one of the children asked the teacher if rubber tappers have doctors. The teacher found a book and read to the children about how the Indian doctors called medicine men drive away evil spirits by making terrifying noises. The Indians believe that all kinds of suffering are caused by evil spirits. Medicine men use medicine but the Indians believe that medicine alone will not make them well. They are not satisfied unless the medicine man beats the floor, shakes rattles and works himself up into a frenzy. The greater the noise, the wilder the excitement, the more powerful he is thought to be. After this, the medicine man was a very popular character in the play.

After a time the children were not satisfied to play in an imaginary hut. They wished to build one large enough to play in. Also they wished to make the necessary furnishings. They read about jungle huts in order to know what kind to build. They finally decided to make the one that is raised above the ground with open sides and a slanting thatched roof because this type is commonly used and quickly made.

In planning the house the children measured off the floor space and decided to make it 7 feet by 8 feet. By further measurements they decided how high they would make it without having it come too close to the ceiling of the school room. It was found that the height of the house could be four feet and raised off the floor eighteen inches. As long as they could not use the real jungle materials and make it Indian fashion, they decided to make a representation of the real hut. Stumps of trees were used as a foundation and floor boards were fastened to them. Branches of trees were the side poles and smaller branches were used for the roof over which a thatching of palm leaves was placed. Braces were put where necessary to make the structure strong. A ladder was made of branches.

The children took turns in building the hut. Each day's work was evaluated by the class and the work for the following day was planned in detail so it could continue without interruption when the children arrived at school. When it was nearly completed one child said the blackboard didn't make the house look as though it were in a jungle. Another child suggested that a backdrop could be painted to look like a jungle and hung over the blackboard. This idea was received enthusiastically by the other children. Colored jungle pictures were brought to class. Each child made a sketch of his idea of how the backdrop should look. From these ideas a colorful backdrop representing the jungle was made and fastened from ceiling to floor behind the house.

The children found out that they needed a hammock because tappers sleep in hammocks instead of beds. There is no other real furniture except a raised clay platform on which to build a fire and place their gourds, bowls, pepper pot, wooden knives, and stirring sticks.

The children were interested to know that jungle hammocks are made by the women out of fibers found in the jungle. They decided to make theirs of hemp twine. Gourds are decorated and used for receptacles. They saw some South American gourds and prepared some colorful ones of their own. The children made the pottery bowls and pepper pot by the coil method, and left them free of decoration. Next they planned and made the simple clothing of white cotton cloth worn by some rubber tappers.

Now that the children had completed their hut, furnishings, and clothing they were anxious to have a real jungle feast. They planned first what they would have to eat—fruits, nuts, and tapioca cooked in their hut. (Tapioca used in place of manioc bread.) Then they planned their play sequence for the day of the feast as follows:

The Rubber Gatherers' Hut

1. Early morning—all asleep.
2. Jungle noises awaken the tappers.
3. Rubber tappers start away.
4. Women rise and go about their daily tasks.
5. Men return with latex and smoke it while the women prepare cassava bread.
6. When the day's work is done all retire.
7. Monkeys steal rubber biscuits intended for market.
8. When men arise to go to market they find rubber biscuits gone. Women join in the hunt to find them—all to no avail.
9. Disappointed in their trip to the market they decide to dance the hunting dance and go on a hunt.
10. The dance follows.
11. Hunters retire to their house to get weapons ready.
12. Monkeys come out and play around water hole.
13. Jaguars frighten monkeys away as they pace back and forth.
14. Jaguars smell peccary and hide.
15. A herd of peccary come to the water hole.
16. One young peccary lingers behind the others to drink.
17. Jaguar pounces on peccary and kills it.
18. Other jaguars join in the feast.
19. A fight follows. One jaguar drives others away and enjoys a feast by himself.
20. When finished he walks away licking his chops and goes to sleep.
21. Hunters arrive in jungle and see the tracks of jaguar and dead peccary.
22. They hunt down the jaguar.
23. Hunter shoots jaguar with a blowgun but does not kill him.
24. Jaguar jumps on hunter and wounds him.
25. Hunter is taken to hut.
26. Medicine man is called.
27. Injured man is cured.
28. Family gives feast in celebration.
29. Guests are summoned by drum beats.
30. Guests come from all directions.
31. Men and medicine men eat first.
32. After eating men come out of hut, sit around fire to listen to medicine man tell stories.
33. The feast ends when the medicine man rushes out in a frenzy of excitement over his own story and goes home.
34. Guests depart and family retires.

The feast was carried out as planned and was greatly enjoyed. It culminated the unit of the jungle rubber tappers and led to an interest in the industries engaged in by other people in different sections of South America.

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CHILDREN IN WAR TIME

The San Francisco State College offers a program for training workers in child care centers set up to meet the requirements of the State Department of Education. The course is under the direction of Cecilia Anderson.

Under the Lanham Act, the federal government will help support child-care centers. There is great need for qualified women to carry on this work. The need for an increasing number of centers is growing as more and more mothers are entering industry.

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Library News

Edited by MABEL R. GILLIS, State Librarian

The following comments on several recent books are by Louise Parks Banes, Librarian, Bakersfield Branch, Kern County Free Library. The titles are from a booklist entitled "Mobilizing Our Brain Power" just published by the American Library Association. This attractively printed list has been widely distributed to the libraries and schools of California. The State Library will be glad to fill requests from any readers of *The Western Journal of Education* who have not been supplied.

MOBILIZING OUR BRAIN POWER —SOME RECENT BOOKS

It is never wise to substitute books for thinking, but books are the best assistants: they can be used to provoke thinking, and to crystallize ideas. One of the most hopeful signs of our day is the number of excellent books about the war and the world in which we must live after the war. Probably the three problems which concern us most are the winning of the war; the preservation of democracy during and after the war; and the achievement of permanent peace for the world. We are fortunate in having books dealing with all of these problems, available through our libraries.

Raoul de Roussy de Sales, whose recent untimely death was such a shock, analyzes the forces which brought about the war in his book, *The Making of Tomorrow*. Today's war, he says, is not a war like any other; it is a combination of national and revolutionary struggles. The age which most resembles our own is the Napoleonic era; today, more than a century later, scholars are not sure whether the important thing about that era was the fact that Napoleon overran Europe and set up new frontiers and new governments, or the fact that in doing this, he spread the ideas of the French Revolution. Our time is equally complex.

Wherever it has developed, normal democracy has always been like a pendulum, moving from Left to Right and back again, alternating periods of liberalism and conservatism. Fascism and Communism alike introduced a new order; both are dynamic, without breathing spells. Like a man on a tight-rope, they must move constantly, and can not stop without falling. The advent of Winston Churchill to power in May, 1940, marks a definite turning point in the history of democracy; for the first time, democracy became dynamic. The three great forces which dominate our modern world are Nationalism, Collectivism (under which de Sales groups both Communism and Fascism), and Pacifism. Nationalism is the modern religion; while Collectivism cuts across national boundaries and often conflicts with Nationalism. De Sales is the first author to treat Pacifism with the importance which it deserves. Our forefathers plunged into war without the scruples which afflict modern man; only those of us who lived through it realize what a phenomenon the revolt against war after 1918 was, and how powerful were its repercussions.

In discussing the Germans, the author says that they are now launching their fifth great revolt against civilization. The Germans insist that civilization is a cancer, and that they alone are healthy. However, it is useless to blame the Germans entirely for the present world catastrophe, or to regret the many mistakes which we have made.

The important fact, says de Sales, is that democracy is on trial for its life; and in a brilliant chapter he shows that all hope of its survival lies in America. Americans alone are in the war yet can still think ahead and plan for the future. The reader emerges from this chapter profoundly moved, yet humbled by the responsibility of being a trustee of democracy. Only Americans, he sums up, still believe that man is good; that the will of the people is the will of God; that earthly happiness is attainable; and that man can be free. "To be an American," he says beautifully, "remains an act of faith."

The Making of Tomorrow is a most stimulating book. It presents a searching analysis of both the historical roots and the present problems of World War II. De Sales has no clear-cut pattern for the future, but he sets forth intelligently the limiting conditions within which tomorrow must be made.

James B. Reston, the author of *Prelude to Victory*, is young and passionately convinced. He warns us that his work is less a book than an outburst of bad temper, written at white heat all the way through. He begins by stating that the prelude to victory is to wake up and fight; at which point I, for one, should like to pause and give three rousing cheers. Freedom is not a gift, he insists, it must be fought for, again and again. Wars do settle things; they have in the past, and this war must. Yet we face tremendous difficulties. Time is not on our side; and the immense distances and the obstacles in our path are enumerated. We can not win by merely piling up guns and planes and tanks and ships; we must wage total war, total political war as well as military war. First we must achieve complete unity; we must judge everything we do, every attitude we have, by one yardstick alone, "Will this help win the war?"

Reston scores routine, inefficiency, duplication of effort, the impulse to substitute words for action, wherever he finds it. He scores the idea that a few minor inconveniences mean sacrifice; the idea that we can go on nursing grudges against our Allies; and, above all, the widespread idea that once the war is ended we can return to normal living. This world, he says, will never return to normal living; the sooner we face that fact, the sooner we can get on to our major task.

Some of his strictures are already out of date, but much of his message is important. The greatest single weakness in the American effort so far, he stresses, is a weakness of faith and will. Without those we are lost, for faith is a basic element of victory. *Prelude to Victory* is a sincere and passionate plea for faith in our democracy.

Every one of us has a stake in the future; every one of us wants to know what sort of world will come into being when peace comes. One of the best books on that question is *The Problems of Lasting Peace*, by Herbert Hoover and Hugh Gibson. The authors are well equipped for their task; both are international thinkers, and understand what problems must be faced if nations are to live together in amity.

Their thesis is one in which we all must believe: that the purpose of America is to win this war and then help build a world in which we can hope to live in peace and security. Pearl Harbor ended the debate which raged between isolationists and interventionists, but much of that debate was in reality less about the war than about the peace to follow. The fact that after 1918 we failed to live up to our responsibility colored much of our thinking; we shrank from destiny. Now that we are in the war, we realize that this time we must cooperate in the peace, and make that peace more than an armistice between wars.

This book goes far back in history to sketch in the background for discussion. Both Hoover and Gibson believed in the League of Nations, and think that it was

the most promising of all experiments to organize world peace. The great defect in most peace plans is that they set up a rigid form which is to be preserved; in order to endure, any order must provide for the change which always accompanies life.

Victory, they say, will find only two great navies in existence, the British and the American; only two great land armies, the Chinese and the Russian. In the future we must police the world, punish war leaders, and write off all loans and reparations. The writers envision three stages in the future: first, a period of disarmament, including designation of temporary boundaries and the feeding and rehabilitation of warring peoples to avoid chaos and pestilence; secondly, an intermediate period of economic and political recovery; finally, an indefinite time to settle long-range problems. *Problems of Lasting Peace* is a valuable introduction and preparation to our thinking of the future.

If we have lost faith in democracy or in America, no better tonic could be found than Herbert Agar's new book, *A Time for Greatness*. Mr. Agar has no soft words to soothe us, but a straightforward analysis of our day and what it means, and what it could mean. He begins by warning us that the greatest of all fallacies is that life will stay static, or that, after a disturbance it will return to normal. Hitler means to put our western world to an end: we may instead put an end to the betrayal of that world if we face the facts.

The spirit of man was empty at the beginning of the thirties; the world was full of frustration and despair. That emptiness was filled in Germany by Nazism, a "dynamic but uncreative revolt against civilization." Agar says that even now our war lacks focus, because it lacks clear meaning. He shows where we have avoided issues, and made mistakes; he pleads for high politics, politics which mean the welfare of the country, not of a particular group. The American people, meeting in their unions, their women's clubs, their churches, their professional groups, their forums, can think together and get their thoughts translated into action. The highest common denominator of these thoughts can be fashioned into a national policy which commands respect. We must reform our political machinery, our political behavior, or admit by implication that Hitler is right when he says democracy is dead.

Agar pleads for the extension of that greatest of American ideals, equality of opportunity for all. The forces of civilization are strong enough to win if we will only realize that our civilization must prove itself anew, must dedicate itself to its proper aims. We shall lose our world unless we meet its demands more high-mindedly. We can not save it by mere military victory; we must renew our traditions and serve them more faithfully. Never before, says Herbert Agar, has there been such a time for greatness if only we will use it and let ourselves be great.

The reader closes these books with a new faith in the ability of humanity to study its problems and prepare to solve them; a new faith in the mission of America in the world after the war.

The Making of Tomorrow, by Raoul de Roussy de Sales.

Prelude to Victory, by James B. Reston.

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Book Reviews

From the State Department of Education

DIRECTIVE BULLETINS ON CHILD CARE. Available upon request. Two directive bulletins have been prepared and distributed to school superintendents and teacher education institutions in California; a 135-page mimeographed bulletin titled *California's Program for the Care of Children of Working Mothers* and a 12-page mimeographed bulletin titled *Standards for the Establishment of Child Care Centers.*

The former sets forth basic data concerning present and contemplated need for child care services, methods of making Lanham Act applications, phyical facilities, equipment, personnel, educational program, and services to children essential in an extended school program. Nearly 500 copies have been distributed to the schools of California.

The latter was prepared in accordance with the provisions of the Child Care Center law passed as an urgency measure by the California Legislature in January, 1943, and is now in the process of being distributed to schools.

From Ginn and Company

EVERYDAY SCIENCE by Otis W. Caldwell and Francis D. Curtis. Price, $1.96. This unusually attractive teachable general-science text gives careful attention to those aspects of the subject which are most important today. It has many references to war aspects of science, it develops "air-mindedness," and it helps boys and girls to take a look at the future of science. The vocabulary is simple and nonscientific, limited to the 8000 commonest words in Thorndike's Teachers' Word Book. There are splendid photographs and clarifying diagrams. In addition to the wealth of learning aids in the text itself extra material is available in an accompanying Workbook, Unit Tests, and a Teachers' Manual.

From D. C. Heath and Company

ESSENTIALS OF ALGEBRA, COMPLETE SECOND YEAR COURSE, by Walter W. Hart. Price, $1.68. This text is an extension of Hart's *Essentials of Algebra, Second Course* and offers a very strong full-year course for high school juniors or seniors or for first-year algebra in colleges, junior colleges, and normal schools.

Like all Hart texts, *Essentials of Algebra, Complete Second Year Course* is built on the premise that mathematics is an interesting, useful, and profitable subject for all pupils as a tool that is necessary for competent living in our mechanized era. Organization is streamlined on the author's original maximum-minimum plan. Step-by-step preparation for each topic, avoidance of puzzling abstract examples, and special teaching techniques minimize difficulties and clear the way for understanding and mastery.

In the first half of the book a thorough review of first-year work, enriched by ideas and more difficult examples, is followed by new topics including square roots, quadratic equations (one unknown), imaginary numbers, systems of quadratics having two unknowns, and exponents (logarithms).

The second half contains chapters on equations of higher degree, permutations and combinations, determinants, and one on mathematical induction, indeterminate forms, algebraic geometry, rate of change, and partial fractions. Reviews and Tests. Tables.

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Winston Churchill on Education

Winston Churchill, in his first important speech on post-war reconstruction, had this to say about education:

"The future of the world is left to highly educated races who alone can handle the scientific apparatus necessary for preeminence in peace or survival in war. I hope our education will become broader and more liberal. All wisdom is not new wisdom and the past should be studied if the future is to be successfully encountered . . ."

In This Issue:

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April, 1943

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
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Jottings of a Traveling Bookman

By W. M. CULP

The formation this past December at Columbus, Ohio, of the Ohio Superintendents' Association as the Superintendents' Department of the Ohio Educational Association was a forceful step in the organizing of the head supervisory leaders in Ohio into a compact organization for furthering concerted action on educational problems. Members of this organization include members of the State Department of Education, the 88 county superintendents, the superintendents and assistants of the 113 cities of Ohio, the 83 exempted village superintendents, and members of the educational faculties of the colleges and universities of Ohio, some 60 in number, of which 46 are approved institutions for teacher training.

Ohio, one of the most populous states in the Union, with more towns of 10,000 population or more than any other state in the Union with perhaps the exception of Pennsylvania, has from the earliest times been known for its support of education. Its Ohio Educational Association with the section meetings held throughout several centers in the state has for years kept the teachers in line on educational affairs. The decision to form an Ohio Superintendents' Association arose in order to co-ordinate through the heads of the various educational institutions of the State actions that have to be taken in regard to educational policies that affect the state as a whole. With the world in a ferment and education seemingly a buffer between the past and the future the decision was to form an organization that could act quickly and in unison for the educational betterment of the state.

Outstanding educators of Ohio at this first meeting were chosen to head this new Ohio Superintendents' Association. Those elected included D. H. Patton, assistant superintendent of Toledo, as President; C. H. Bohl, county superintendent of Lebanon as Vice-President, and J. D. Blackford, superintendent of schools of Upper Sandusky as Secretary-Treasurer. The Executive Committee is composed of W. G. Bahner, county superintendent, Cleveland; Paul C. Bunn, superintendent of schools, Lorain; Dr. T. C. Holy, Ohio State University, Columbus; C. W. Mallett, county superintendent, McConnelsville; D. R. Rice, superintendent of schools, Mentor; C. H. Ross, superintendent of schools, Bridgeport; H. L. Sullivan, superintendent of schools, Marietta; and Z. M. Walter, superintendent of schools, Wyoming.

Mr. David H. Patton, the President of this new organization, is an Ohio educator of wide and varied experience. A native Ohioan he is a graduate of the University of Cincinnati and has a background of experience in almost all types of school organization. He has taught all of the elementary grades and has had many years' experience as a supervisor. He has taught professional courses at Toledo University, served as superintendent of village, county, and city school systems. He has also developed many courses of study. Since 1937 he has been Assistant Superintendent of Schools and Director of Elementary Education of the Toledo, Ohio, schools. Besides being an administrator of note, Mr. Patton for the past ten years has been the author or co-author of some 35 books. At present he has himself or as co-author some thirteen manuscripts coming off the press, nine of which were to be off by the end of March. Among these are *Progressive Word Mastery* published by Charles E. Merrill Company of New York. This series includes textbooks for grades 2-8 and workbooks for grades 2-8. This series promotes a new way of learning to spell and presents a natural way of comprehending the meanings of words. Words to be studied are first presented in a story used in their most usual meanings. The stories themselves are interesting and informative. Good illustrations are used. The word list for each week is a carefully selected part of the whole list of the series. The list to be studied totals 3,980 words. Other books with which Mr. Patton has been allied as co-author include *The Iroquois New Standard Arithmetic Series* published by the Iroquois Publishing Company and *The Building Better English Series* published by the Harrison Publishing Company.

New York City, the world's largest educational system with its more than 30,000 teachers and around a million and a quarter pupils, has through the years grown into a complex and intricate system. Two years ago when Russia was allied with Germany and Communism was viewed with alarm by the majority of the citizens of the United States there were many charges that the New York City schools were rife with teachers of Communistic leanings who were using their positions to proselyte among the city's children. The State Legislature of New York ordered an investigation to get at the bottom of these complaints and at the same time to prepare a constructive program of reorganization. The committee formed to make the investigation known as the Rapp-Coudert Committee has just made its report. Heading its staff of experts in charge of the survey has been Dr. George D. Strayer of Teachers College, Columbia.

This report in general outline follows the recommendations generally made in regard to school systems that have grown up through the years with the Board of Education the dominant factor of administration. Only, in one instance, does the committee report run contrary to the usual findings when it recommends that the classrooms be organized on a two-year rather than on a six-months basis, thus calling for biennial promotions rather than the present system of having promotions twice a year. This is a decided reversal of the idea prevalent dur-

ing the past three decades, when a modern school was not up-to-date unless it was departmentalized and had mid-year promotions. It is going back to the idea of the little Red School House with the teacher spending enough time with the pupil to be able to understand his make-up and to be able to develop the child according to his temperament. Then, such a scheme as a biennial promotion would wipe out the waste of time at the beginning of the six months term and at the end. In many schools the saving in confusion and turmoil would give the pupil opportunity for around two months more of real schooling. At present, the New York City superintendent of schools is not the head authority. He has eight assistants of equal rank whose power is derived directly from the Board of Education to whom they directly are responsible. The committee recommends that the Board of Superintendents be relegated to the position of advisers. This would mean that the superintendent would be chief executive officer and that his associates would merely become a board of departmental specialists. This recommendation is in line with other reports made in the country, in which Boards of Education, not experts in educational administration, are advised to hire an educational administration expert to run the schools and to give him carte blanche in so doing, and if they are not in agreement, then, at the end of his term hire a new superintendent. Dr. John E. Wade, Superintendent of Schools, is not in accord with this recommendation. In his opinion the Board of Superintendents should retain its present functions.

The committee makes an analysis of the courses of study and states that too much emphasis is placed upon mastery of subject-matter and not enough attention to the broader aspects of training for citizenship or social obligations. It found that the high school students are required to take more work than students in other schools throughout the country. The committee recommended that graduation requirements be reduced to sixteen or seventeen college entrance units. A class reduction to 32-33 pupil level was suggested. Extension of the guidance program is sponsored especially as it is reflected in relationship to the vocational educational program. Recommendations are made that qualified permanent substitute teachers be appointed to full-time jobs. Of the 2,155 substitutes assigned full-time to vacant positions, 943 are on the eligible lists for permanent appointments. It is proposed that the retirement age be reduced from 70 to 65 years, so that the opportunity would be given for the hiring of many younger teachers. The custodial system is handled rather harshly. Now each custodian is given a lump sum to run his building and grounds. He hires his own help, what is left is his own. This had led to the exploitation of many of the helpers. Also, the committee recommends that the purchasing department be done away with and its activities be handled by the New York City Purchasing Department. This recommendation is actively opposed by the Board of Education and the Board of Superintendents. As to how this report will affect the organization of the New York City school system no one can say, but at least it has stirred up a system in which the crossing of t's and the dotting of i's was of absolute importance.

* * *

In these days of stress and strain any book that attempts to interpret to the upcoming voter in our senior high schools in the twelfth year the backgrounds of our varied economic and political and social problems in a sane and straightforward way is to be commended. *American Life and Problems* by Charles C. Barnes and John B. Dall is such a book. It is the result of a lifetime of teachings in the social study field and it is the direct result of experimentation with the manuscript in the classes of the Southwestern High School, Detroit, during the past decade. Mr. Dall is head of the Department of Social Studies at Southwestern, and Mr. Barnes is Director of Social Studies, Detroit Public Schools, and Professor of Teaching of Social Studies, Wayne University. The text is divided into two parts. Part I, Foundations of American Life, lays the background for the considering of the problems of the present taken up in Part II, Problems of American Life. Each part is developed into specific units leading toward an understanding and an interpretation of living. In Part I, Unit I takes up Basic Factors in American Life and considers such things as Individual and Group Life, The Natural Environment, The American People and The Democratic Way of Life. Unit II considers Social Organization and Social Control; Unit III, American Economic Life, and Unit IV, American Political Life. In Part II, Problems of American Life, Unit VI takes up Population Problems; Unit VII, Social Problems; Unit VIII, Economic Problems; Unit IX, Problems of Government; Unit X, The Problem of Social Reform.

The book is thus divided into ten coherent units, each of which constitutes a group of related chapters dealing with a central theme. Each chapter is a complete study within itself. It contains a statement of the problem or central theme. This is followed by a general account of the topic. At the close of each chapter is found a list of study suggestions or problems, a list of suggested activities on the topic, and references for further reading. Each chapter provides the opportunity for a unit cycle of instruction consisting of the following steps: (1) the introduction or presentation of the topic by the teacher; (2) reading and discussion for mastery and understanding by students and teacher; (3) further work selected from activities and references in keeping with the time, ability, and interests of students; and (4) a final socialized discussion of the topic. This book is no exposition of didactic teaching. It lays out the facts and lets the pupil think for himself.

Policies and Practices in the Improvement of Reading

(Reprinted from the *Elementary English Review*)

EDITED BY
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THE CONTRIBUTORS
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Arthur I. Gates Ernest Horn
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E. W. Dolch Bernice E. Leary
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211 West 68th Street, Chicago, Illinois

Western School News

Edited by MORRIS WAGNER

NEWS NOTES

Ruby Fjeldstat, after eight years as representative of the Winston Company, took a new position early this year with Prentice Hall Inc. Mr. Fjeldstat's chief interest from now on will be the presentation of the Thomas Natural Shorthand. Charles A. Thomas, author of *Thomas Natural Shorthand,* formerly represented Prentice Hall on the Coast. It is understood that from now on he will devote his time to writing and editing and supervising the Thomas system throughout the country. Mr. Fjeldstat will cover the same territory in Southern California as he did during his work for Winston, and will have Arizona and New Mexico in addition.

Intensive Study of the Constitution is being made throughout Contra Costa County. Teachers send in reports of the success of their classroom activities to their County Bulletin under such heads as "Making the Constitution Meaningful," "A Background of Constitution Study," "Democracy at Work," and "The Constitution in Action."

J. Paul Leonard, Professor of Education, Stanford University, makes this important statement: "Democracy must be made as dynamic, as vital, as positive to youth in America as Fascism and Communism are to youth in Europe."

Dr. Walter F. Dexter, in one of his recent reports on the activities of the State Department of Education, states that by February 10, 1943, applications for establishment of nursery schools had been filed by 56 school districts. According to these applications, funds were requested to serve approximately 20,000 children, of whom 10,000 are 2 to 5 years old, and 10,000 are 6 to 16 years old. The report states also that "Farm Victory Service" programs have been undertaken by several city school systems on an organized class basis, and as a result large numbers of students are being trained for more effective harvest work this vacation. In Los Angeles alone this instruction will reach over 50,000 high school girls and boys.

A "William F. Ewing Memorial Fund" has been established in honor of the beloved Oakland superintendent whose sudden and tragic death cut short the retirement which all his friends and co-workers had hoped he would have many years left to enjoy. In the *Oakland Public Schools Bulletin,* Superintendent Odell states that the Memorial will provide books suitable for circulation among employees of the Oakland Public Schools who are ill at home or in hospitals. Members of the Oakland School Department felt that such a Memorial was particularly suitable for Mr. Ewing because a Memorial should catch the spirit of the person of whom it serves as a lasting reminder, and Mr. Ewing will linger in the memories of all his associates as the man whose constant concern it was to share their joys and to be of help and good cheer to them all in times of illness and personal trouble. When the suggestion for the Memorial was made, Mrs. Ewing and her family were consulted, and they too felt that it would be especially appropriate. Superintendent Odell states: "In the years ahead, this Memorial will continually remind us at times when we need it most of Mr. Ewing's friendliness. It will serve to call to the attention of successive participants in the operation of the plan that Mr. Ewing not only firmly believed but consistently practiced: no one is ever too busy to be concerned about the well being of his fellow worker."

William F. Ewing

Richmond Union High School has a one-term course in machine shop for high senior girls. Eighteen are at present enrolled. Martin E. Salmi, instructor, says the shop setup at Richmond High was particularly satisfactory for girls' classes. The course consists of lectures on tool and shop terminology with demonstrations, followed by practice as operators of machine tools and as tool crib attendants.

The Annual Contra Costa County Teachers' Institute will be held as usual at Richmond Union High School May 7. Dr. Edwin A. Lee, now Dean of Education at U. C. L. A., at the morning session, and Mr. Frank Lindsay and Miss Helen Heffernan of the State Department at two afternoon sections, will be the main speakers of the day.

Superintendents and principals have been notified that they may use busses, if necessary, to take teachers to and from institute, charging them the costs.

Mrs. Ethel S. Ward, County Coordinator of Instruction, has been appointed chairman of the county school nutrition program by the Alameda County Defense Council.

Mrs. Dorothy Warnes Reilly, primary teacher in the San Diego City schools and author of *Jim and Jo Ann Stories,* published by the Harr Wagner Publishing Company, has had one of her songs published in the March issue of *Jack and Jill,* Curtis Publishing Company. Mrs. Reilly wrote both words and music for the song.

MAPS AND GLOBES TO COME OUT OF SUPPLY FUNDS

The Fresno County Board of Education has reversed the policy of purchasing maps, globes and such materials from school library funds. After consulting Mr. Thompson, representative of the District Attorney's office, these materials were added to the supply list and are to be purchased from the district school supply funds. Such purchases must be made only from companies whose materials have been approved by the County Board of Education. The maps and globes purchased and distributed by the County Library will remain in the schools where they are with the exception of a few adjustments which may be necessary.

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NEWS NOTES—(Continued)

John F. Brady, chief deputy superintendent of San Francisco's Public Schools, has for the fifth consecutive year been elected president of the California Teachers' Association at the recent annual meeting of the State Council. Mr. Brady has served in the San Francisco public schools for 30 years, as teacher, principal, and chief deputy superintendent. He taught at Humboldt Evening and Galileo High schools, served as principal of Everett

John F. Brady

Junior High, and in 1936 was appointed to his present chief deputyship. He long has been active in professional organizations and teacher welfare work. For three terms he served as president of the San Francisco Teachers' Association, for one year as president of the Bay Section Council of the California Teachers' Association, and since 1927 he has been a member of the City Retirement Board. For the past nine years he has been president of that body. Mr. Brady is also a member of the State Curriculum Commission.

SCARCITY OF TEACHERS

Although California schools have been called upon to bear many unusual burdens during the past months, it has been possible in nearly all instances for schools to be manned by a complete staff of teachers and administrators.

In other states a shortage of properly trained teachers is noticeable, and the situation is becoming more acute with each passing month. Reporting for the state of Illinois, one of the Illinois State Teacher Colleges notes that 475 rural schools were closed this year because of lack of teachers, and that many vacancies in both elementary and secondary schools were reported. Seven counties reported difficulties in securing administrators.

Estimated shortage of teachers over the United States for the current year is more than 100,000, the number being fairly well divided between elementary and high schools. Several states, including California, have passed legislation to permit the return of retired teachers to active work, and for the temporary suspension of the laws which force automatic retirement at stated ages.

A BOOKMAN IN THE MARINES

Captain W. Norman Gibson used to pound the highways and byways of Central and Northern California for D. C. Heath and Company. Now, in the Division of Aviation, U. S. M. C., he works at a desk for Uncle Sam. And does he work—puts in more hours and harder work than ever a bookman had to do.

Back in 1933 while teaching at the Mountain View High School, Norman Gibson joined the Fleet Marine Corps

W. Norman Gibson

Reserve as a private. He liked the job and in 1936 took an honorable discharge, rank of First Sergeant, Character Excellent, to come right back into the Marines as a Second Lieutenant. He was still at the time on the faculty of the Mountain View High School.

All this time George Babcock of D. C. Heath was trying to sell him some books. He must have succeeded and they must have been good books and Mr. Gibson must have known how to get the best out of them, for when George Babcock became Pacific Coast Manager for D. C. Heath, he promptly sent Norman Gibson an S. O. S. to take over his road job. That was in 1937.

Two months after Pearl Harbor the U. S. Marines called its Reserve Corps to active duty. Lieutenant Gibson's efficient work soon won him a captaincy and more work.

Captain Gibson was born in England, and came to California as a boy, attending grade schools in Brawley and Pomona. In Pomona he went through junior and senior high and junior college. His graduate work was at the University of California, Berkeley.

Captain Gibson of the Marines and Lieutenant Ritchie Smith of Ginn and Company, now of the Navy, used to meet at California county board meetings once in a year or so—the other day they ran into each other at some Washington Board. Only no competition this time—or was there?

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STUDENT LABOR IN AGRICULTURE

Following an extensive study of student-labor programs which existed in California during the past year, Mrs. I. E. Porter, Executive Secretary for the School Trustees Association in Bakersfield, has written and published a booklet covering in detail many of the problems confronted by those interested in providing such labor to the farmers of their community, and at the same time insuring that children will continue to have adequate opportunities to continue their education.

Some of the more successful projects of the past year are outlined, and many crops in which students may play an important part are listed. During 1942 between 40,000 and 50,000 students contributed some labor in the harvests, and a like number

Mrs. I. E. Porter

may be expected to be available the current year. With the employment of this vast army of young persons, there must be adequate safeguards and supervision, as well as instruction, in the particular work they are to do, and certain standards must be set and maintained by those responsible for the students' welfare. In the present publication Mrs. Porter lists as "musts" in the employment of young men and women, the following recommendations which should be given careful study by school administrators, boards and employers:

The responsibility for the opening and closing dates of schools should remain definitely with the *local school board.*

There should be no shortening of the legal school year of 170 teaching days.

Child labor regulations and the needed protection of minor workers should be enforced at all times.

Anticipate the needs of students in camps and provide well organized programs before their arrival. Social agencies such as the Y. M. C. A. and Y. W. C. A. will be helpful, and many teachers also are well qualified to help in this important field.

Give young people time to become hardened to physical labor. Work days may be gradually lengthened from four to eight hours. Farm work requires physical conditioning.

See that adequate instruction is given the student before he starts working, and that competent supervision is provided.

Employers should have a clear understanding with students and with school authorities, of the job to be done, its probable duration, and wages to be paid.

Employers should be prepared to pay students in full at (1) stated intervals or (2) when the job is completed.

Employers should post in a conspicuous place an announcement of pay days.

Adequate records should be kept.

Take advantage of instructional material available, and profit by the experience of others during the past year.

COMMITTEES STUDY DELINQUENCY PROBLEMS

Recognition was given at the annual convention of the California School Trustees Association last September, to the rapidly rising rate of juvenile delinquency and attendant reaction on many hundreds of high school boys and girls.

Mr. J. Edgar Hoover, head of the F. B. I., makes the shocking announcement that in the United States 55.7% more girls under 21 years of age were arrested last year than the previous year, and in the same report gives figures which bear out the rumor that despite the fact that thousands of boys have been called into service, the percentage of arrests of boys under 21 has gone up alarmingly.

At the Trustees' Convention a conference was held with representatives from many parts of the state, including administrators, school board members, physicians and teachers, a state-wide committee was appointed to function under the guidance of Dr. Louise Hector, President of the Berkeley Board of Education, widely known in the Bay area for her interest in the welfare of young people.

Similar anxiety is felt by administrators of California schools. Recently a parallel committee was announced by President W. K. Cobb of Ventura, who named Mr. Ira C. Landis, superintendent of Riverside schools, as chairman. These two committees will conduct separate studies and surveys, in the expectation of finally combining their findings in recommendations for the consideration of school authorities next fall.

While it is recognized that broken homes, war hysteria, and unprecedented conditions brought about by war conditions tend to break down established social standards, present conditions must be taken as a challenge to parents, educators, and all agencies connected with the welfare of youth.

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FIRST TWENTY-FOUR-HOUR NURSERY SCHOOL AT McCLELLAN FIELD

The excellent cooperation between the Army and an educational institution is illustrated by the twenty-four hour McClellan Field Nursery School. The Nursery was established as a war emergency measure to free women for work at McClellan Field, provide safe keeping and supplement the home for the children of working mothers. So far, the McClellan Field Nursery School is the only nursery in California, or on the Pacific Coast, operating on a twenty-four hour basis.

The Nursery, under the jurisdiction of the Special Projects Officer, Captain E. C. Decker, is situated on the Grant Union High School and Junior College campus. It is licensed by the state to care for two hundred children. The three shifts accommodating from forty to seventy-five children per shift, rotate in the following manner: day shift, six a. m. to two p. m.; swing shift, two p. m. to ten p. m.; graveyard shift, from 10 p. m. to six a. m.

Trained personnel are in attendance on all three shifts so that the children may have adequate supervision at all times. The health of each child is closely guarded, for on arriving at the school, every child is examined in the clinic. A registered nurse checks him for the slightest trace of a cold, cough, or rash. If the child shows the slightest trace of infection, he is put into the isolation room instead of the regular play room. Not only must the entering child pass a daily clinical examination, but before he can be enrolled at all, he must have been immunized against smallpox, T. B., diphtheria, and whooping cough. In addition to the clinical tests and immunization, each child must have a certificate of perfect health from his family physician.

In the course of the eight hours, the child receives the best of training from credentialled teachers in manners, sociability, hygiene, care of property, and disciplinary problems. The routine is the same on the three shifts, and consists of regular hours of play, rest, instruction, and meals. One full meal is part of the schedule, and this is supplemented by cod liver oil and either a glass of milk, fruit or vegetable juice and crackers in the morning and afternoon. Each child has his own toothbrush, towel, comb, wash cloth, and is taught to make use of them under the supervision of an adult. In addition to this, each child has his own bed and bed linen that is furnished and laundered by the Nursery.

The Nursery citizens have almost unlimited personal freedom in play as long as they do not hinder the freedom of the other children. In play, the children learn to get along with one another, to learn team work and fair play. They are encouraged to participate in all activities to develop emotional balance. Children are kept out of doors, weather permitting, most of their waking hours. The school maintains two playgrounds, one for children under three years of age, and one for the older youngsters. Each has types of play equipment suitable to the age group.

Fees range from fifty cents per day per child to one dollar a day according to the family income and the number of children in attendance from each family. The food, care, and medical attention are included in these fees. Except under unusual conditions, each child is left in the Nursery six days a week during the hours his parents are working. Additional meals are provided when necessary for a small extra fee.

Health records show an average gain in weight of two pounds per child. A nurse is in attendance at all times, and a doctor is on call so that, in case of illness or emergency, immediate action will be taken.

History of the Nursery School

In less than six months after the first plans were made, the McClellan Field Nursery School and Child Care Clinic is in operation. After an official inspection of the premises at that time, Major William Rutherford, school principal, was told that it was impossible. Marvelous civic cooperation was illustrated from the help that was extended to this project from its very beginning. The Sacramento Aid Depot Welfare Association gave the Nursery its first financial backing by raising $1,500 to help establish it. The United War Appeals of Sacramento County generously gave $2,500 to complete the project further. Mr. H. V. George, Financial Director of Grant Union, gave many hours to supervise the reconstruction of the building. Frank Stahl and Arthur Gott, of the Grant Union Maintenance Division, donated many hours in the plumbing and building repair. Lorraine Miller, recent graduate of Grant Union High School, painted the story book murals under the supervision of Sylvia Hyde, art teacher. Bud Horak, manager of the school cafeteria, Fales

Cutler, woodworking instructor, as well as many others, contributed time and ideas in helping the project. Toys were contributed by Pepper Company, Hale Brothers, and Sears Roebuck Company. The North Sacramento American Legion Auxiliary and the Rio Linda American Legion Auxiliary have shown considerable interest in the project. In addition, officers' wives from McClellan Field have donated time as volunteer workers.

The Board of Directors consists of Mrs. Virginia Carr, Mrs. Helen B. Wyatt, and Mrs. Hazel Spaulding, of the Sacramento Air Depot, Mrs. Thomas Eynon, Director, and Miss Evelyn Oldenburger, Special Coordinator for Women's War Activities.

As a self-supporting project, the McClellan Field Nursery School is meeting a very vital need in the Sacramento area. "During this emergency, the average parent in war production has very little time to devote to the discipline and training of his child. The McClellan Field Nursery School is well equipped to supplement such training as the child lacks at home. Parents are delighted with the results of careful feeding, regular hours and skilled supervision," Captain Decker stated.

GRANT JUNIOR COLLEGE NOW TRAINS MEN FOR ARMY SIGNAL CORPS

Established less than a year ago, the Grant Union Junior College—located at North Sacramento, California—is making a record for itself in a field highly essential to America's War Program, the training of men for the Signal Corps of the United States Army.

When the Grant Junior College was established last spring by action of the State Board of Education, Major William Rutherford, principal, stated that it was his plan to concentrate on technical training. That this plan exactly fitted present conditions is shown by the fact that Grant Union has been officially selected as one of the major centers for Signal Corps training in the West, and that over three hundred trainees are now enrolled and taking courses in this field in Grant's large and well-equipped shops.

Word that Grant had been chosen as one of the consolidated centers for Signal Corps training was given Major Rutherford early in February by J. J. Beswick, State Director of Vocational Training for War Production Workers. "The training center located at your institution will be composed of a minimum of 14 classes made up of at least 270 trainees," he wrote.

Grant Union is required to furnish housing and mess facilities, as well as radio and other equipment. The campus already contains several federal dormitories, and additional beds were rushed into one of the gymnasiums. The spacious Spanish-style cafeteria gives ample room for meals.

Courses given include pre-radar theory and shop, radio theory, radio shop, communications code and others. The classes are on an 18-hour schedule with J. Baldry supervisor for the Signal Corps and W. L. Hammond head of the Grant shop program.

Signal Flashes, special paper for the Signal Corps, is published every two weeks under the Corps' own editor, R. G. Moore.

ADVISORY COMMITTEE HELPS WAR MANPOWER COMMISSION

Educational Advisory Committee of the War Manpower Commission in the southern area, recently issued a five page mimeographed statement on policy and procedure with respect to student labor. This statement recognizes the complexity of problems involved in handling students in agriculture, industry and commerce, and seeks to point out certain desirable regulations for the protection of such youth. The Commission has approved the statement, and copies are available upon request to the chairman of the southern committee, Dr. C. C. Trillingham, County Superintendent of Schools, Los Angeles.

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Library News

Edited by MABEL R. GILLIS, State Librarian

CALIFORNIA ASSOCIATION FOR ADULT EDUCATION CONFERENCE BY RADIO

By Dr. Mildred J. Wiese
Chairman, Conference Committee

New ideas, new discoveries and inventions are never the product of a single mind, never spring full blown upon a startled world. They grow from bits of accumulated knowledge and experience brought to bear upon an urgent problem. Sometimes the coalescence brings forth an idea that amounts to genius, sometimes the new idea brings results beyond the dreams of the creators, developing dynamic power of its own and accomplishing ends not originally envisioned.

Something of this sort happened in the planning and development of the California Association for Adult Education regional conference by radio this spring. Since that time those who planned and developed that conference have noted many parallel efforts in other organizations. Probably nothing they did was wholly original but as a case study of conference planning in wartime, this report of the conference may have suggestions of value to others with similar problems.

The situation which confronted the Association last October when the Board met to decide whether or not to hold the usual Annual Pacific Southwest Conference on Adult Education was common enough. Transportation problems seemed insurmountable. Dimouts and possible blackouts discouraged travel. Food and hotel accommodations could not be assured far ahead. People were busier than ever and concerned about leaving when emergency situations at home were the rule rather than the exception. Most organizations were cancelling large meetings. Yet this annual meeting was the principal service of the California Association for Adult Education to its members. The Association is made up largely of representatives of organizations and agencies which have adult education as one of their objectives. In one sense it is a kind of state-wide council of such organizations and agencies and provides for them the one opportunity for exchanging information, making common plans and furthering a joint program.

From the beginning the idea offered a challenge and aroused a response seldom equalled in conference planning. California adult education has a national reputation for leadership, and in the preparation for this conference the reason for that leadership was made clear. Almost without exception each one whose cooperation was asked responded "far beyond the call of duty." Undoubtedly California adult educators hold their leadership because of a strong sense of responsibility.

The idea of a conference by radio at a time when most conferences were being abandoned struck an immediate spark in their imaginations. There was no doubt of the need to take counsel with each other, to get stimulation and inspiration from those at the front lines of educational effort, but the time to travel to meetings, to say nothing of facilities for such travel was very limited. The radio, taking the conference to the people, could overcome problems of time and space.

Long before Christmas a mimeographed bulletin, the first of a series of five, was prepared, outlining the problems and topics with which the conference might deal and the way in which the program could be carried out. It was pointed out that a successful conference by radio would have to be much more than a series of listening groups. Local leaders would have to take the responsibility of organizing meetings of key persons in each community to discuss the problems raised in the conference, to make the application of them to their own community and to plan for follow-up.

From the beginning, decentralization was the keynote of conference planning. The exploratory bulletin asked local leaders throughout the state whether or not such a conference was wanted and what cooperation could be expected from them. Outstanding speakers were promised as well as aid in program planning and study, exhibit and discussion materials. The response was highly encouraging. Obviously the idea appealed strongly to persons who had responsibility for leadership. They sought the aid we offered in this conference and throughout the program building period cooperated magnificently.

The subject of the conference "A Peoples' War and a Peoples' Future" held interest not only for professional adult educators but for everyone. Speakers were chosen for the radio portion of the program who had widespread appeal not only for those in the meetings but for all who could be persuaded to listen. President Robert Gordon Sproul of the University of California started the day with an inspiring opening address. Governor Earl Warren brought the point of view of the government into the conference in his broadcast on the realities which must be faced and facts the people should understand. His interest and cooperation emphasized the significance of adult education to the state. The genius and skill of Orson Welles which has won him an outstanding place in radio and motion pictures brought new light on the future of these techniques for mass education. From San Diego, Mr. Phil Swing developed the problems which adult education must solve to win the peace as well as the war.

The regional committee invited thirty-five statewide organizations to participate in the conference, asking them to have each local branch send representatives to each local meeting. Thus the American Association of University Women, the Congress of Parents and Teachers, the League of Women Voters, the librarians, the adult education administrators, and many others were invited to participate and were kept informed concerning the progress of planning. At the same time, the regional committee invited government agencies like the Office of Civilian Defense, the Office of War Information, the Office of Price Administration, and others to participate in the meetings through their representatives in each community and by sending pamphlets and posters on the subject of the conference for exhibit from their national offices. These speakers, materials, and the problems which they outlined were intended to form a framework upon which the local meetings were built. However, it was in the local meetings themselves that the vital heart of the conference throbbed.

In each of the larger communities of the state some one person, usually the Adult Education Director or the Librarian, was asked to serve as local chairman for the conference. The Regional Committee, in Los Angeles, made no effort to direct or dictate what the local meetings should be like. Suggestions were made in the conference bulletins but the character of each meeting varied markedly from community to community. The regional conference committee not only stimulated and served the chairmen of all local groups but acted also as the

local committee for the Los Angeles meeting where suggestions made to other groups were put into practice.

Miss Doris Hoit and Mrs. Malbone Graham prepared a bulletin designed to serve as a kind of pattern for exhibiting materials and discussing the problems of the conference. Miss Anne Mumford, with Mrs. Frances F. Wilder, took charge of the radio aspects of the program. Miss Margaret Wotton helped to develop publicity and Dr. Gertrude Laws and Miss Althea Warren obtained the cooperation of the presidents of interested organizations and agencies. The twenty-two or more local meetings ranged from a small group of about a dozen in Glendale under the chairmanship of Mrs. Bess Yates, Librarian, to from 100 to 150 in the four or five largest meetings.

Miss Cornelia Plaister developed a program of distinction at San Diego where the Mayor found the discussion interesting enough to hold him through the entire meeting. The plan of the regional committee was altered somewhat in that city by having the first broadcast put on a record which was then heard during the afternoon session. The same device was used in Portland. A part of the radio program was dropped entirely in favor of a local discussion of one of the speeches in San Diego.

In Los Angeles, the Chairman of Arrangements, Mrs. Churchill Murray, built up a large attendance by telephoning the presidents of cooperating organizations. There the local program featured Miss Margaret Bondfield, the installation of Dr. Rufus B. von KleinSmid as the new President of the Association, and the personal appearance of Mr. Orson Welles. The government agencies sent official representatives who participated in a panel discussion. At Sacramento, where the chairman was Miss Grace Taylor, Librarian, a luncheon meeting devoted most of its time to the Governor's speech and to a discussion with him of California state problems and various governmental aspects of adult education.

The radio technique was new to all of us. We took our problem to the Columbia Broadcasting System whose Education Director, Mrs. Frances F. Wilder, gave us counsel and signal assistance. Since Mr. Lyman Bryson is Education Director of C. B. S., and had been the first Executive Director of the California Association for Adult Education, we leaned heavily on that radio chain. However, the National Broadcasting Company, Mutual and the Blue Network proved to be equally cooperative. The education director of each met together in Los Angeles to plan and advise our committee on time schedules and radio arrangements. They agreed, in view of the outstanding speakers we had invited and in consideration of the response which was coming in from local groups, to put the programs on the air on the entire Pacific network of each chain. A total of 1½ hours of broadcasting time, thirty minutes of which came from Washington, was offered without cost as a part of the radio sustaining programs. All of the broadcasts were outgoing only since it was impossible to arrange back and forth conversation from one meeting to another. Four broadcasts originated at four different local meetings—Berkeley, Sacramento, Los Angeles, and San Diego—so that in this sense each meeting contributed to the deliberation of all of the others.

It is difficult to summarize and evaluate the outcomes of this meeting. Certainly its novelty stimulated interest, but it was far more than novelty which developed the drive and power which grew through the weeks of planning. This Sixth Annual Conference was also the largest which the Association has held.

Mrs. Irene Heineman, long President of the Association, and a charter member, felt that this conference recaptured some of the enthusiasm of the early days of the Association. Every local chairman who reported expressed great satisfaction and saw signs of enduring effects upon adult education. Everyone wants the experience repeated. Many remarked upon the sense of unity and common effort felt throughout the day, a feeling which grew from the knowledge that similar groups with parallel problems were meeting simultaneously to take counsel with each other upon them. This feeling of intimate contact by people thousands of miles apart was created not by the radio itself, but by the radio plus weeks of cooperative planning in advance. One chairman, however, reported that there was some question about whether greater unity or greater "separateness" was the predominant feeling created by the technique. In a number of places people will continue meeting in smaller discussion groups on the war and the future. In others more informal contacts among adult educators meeting as such for the first time

(Continued on page 12)

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Book Reviews

From D. C. Heath and Company

EASE IN SPEECH, Revised, by Margaret Painter. Price, $1.80. This is a practical guide planned specifically to prepare high school pupils for the speech occasions of everyday life. Its aim is to make the student feel at ease on the platform and to acquit himself creditably. This is accomplished by the twofold method of first giving him a thorough understanding of the basic principles of speech preparation and delivery, and providing ample practice. Special attention is given to the two aspects of speech making that usually prove the greatest stumbling blocks to the student—preparation of his speech and stage fright. The tone of the book is personal and encouraging, the standards set not beyond the ability of the average student, and considerable use of student examples makes the student aware he is working toward an achievable goal. Enunciation and the use of gestures in speaking are stressed. Interest in learning new words is stimulated, and the study of English essentials, approached from the public speaker's viewpoint, is provided throughout the text. Forum discussions are stressed, and training given in formal and impromptu speaking.

From Ginn and Company

ENGLISH AT COMMAND by Max J. Herzberg. Price, $1.32. This new one-year course for later high-school years links English study forcefully to the war effort and to the time in which we live. The text is clear and concise, with a personal and a war slant. The illustrative examples and exercises use timely subjects such as war services, civilian defense activities, Red Cross activities, war-bond buying, production, nursing, and the like. The book includes such pertinent innovations as directions for the use of V-Mail, the vocabulary of speech and writing, correlation of English and American history, emphasis on democracy and the issues for which we are fighting.

ENGLISH EVERY DAY by Johnson-McGregor-Gunn. Price, $1.28. For Grade 7 in the Daily-Life English Series, which includes *You and Your English* and *English Expression* for Grade Nine. *English Every Day* is new in content, in illustrative materials, and in general spirit. It reflects the altered geography, habits, motivations, work attitudes and aspirations of the American people in wartime. Special features to be noted are: the timeliness and world-wide setting of the illustrative material, the large amount of well-planned practice material, the thorough testing program, the emphasis upon the relation of English to other studies, the well-graded reading lists, and the emphasis upon matters of daily use, good manners, and courtesy.

CONFERENCE BY RADIO

(Continued from page 11)

at this conference will be fruitful in the coming year. The new Santa Clara County Council, a result of this meeting, holds the promise of more innovations from that community already internationally known for its unique contributions to adult education.

The regional conference plan with local meetings saved time and effort for the local chairman, brought outstanding speakers to the local group, provided excellent study, discussion, and exhibit materials, supplied publicity releases adaptable by the local committee, and stimulated statewide cooperation by interested organizations and agencies. There were weaknesses, inevitably mistakes were made, and faults in the technique were discovered. It was difficult to get local chairmen started early enough, and more difficult to get speakers to promise time soon enough to provide information about them to local groups. The plan envisioned a division of topics among the speakers with each contributing that part he was most fitted to provide. To this end, we had hoped to send transcripts, or at least outlines, of the speeches to each local chairman to enable their discussion leaders to plan, but these could not be obtained in time and this lack was found by many to be a great defect. Mechanical reception was found far less stimulating than personal appearances, and attention more difficult to hold.

The greatest values of the conference came not from what was done by the regional committee, on a statewide basis, nor from the speeches heard and discussed or the materials studied. The values were rather in the meeting on the local level of men and women faced with similar responsibility for similar problems in their own local community. These were the men and women who would be meeting continuously through the year. At this meeting the opportunity arose to share in planning and to know each other better and to divide future responsibility.

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May, 1943

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The WESTERN JOURNAL *of* EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

With this issue of THE WESTERN JOURNAL OF EDUCATION we have reached the completion of twenty-five years of continuous contribution to its columns. What that makes us we do not know, but we presume to some comment adverse or otherwise. At least, it gives us the privilege to say in our limited way that we have observed educational practices in the by-ways and highways of this country of ours through two and a half decades in which education has plunged from height to height and from depth to depth in its own curious way.

In the rampant twenties schools were growing in enrollment to such an extent that school executives (never much wont to consider what was taught in the classroom) were mainly superintendents of schoolhouse construction and leaders in the securing of more money for their systems' teachers and employees. In the sombulent thirties, with the country in the throes of one of its mightiest depressions, with panaceas from on high the prescriptions of the hour and with the decrease in enrollments, the problem of management was to keep a creaking machine functioning as best it could on limited funds. With the coming of the arrogant forties with the whole world onward marching toward some cataclysmic goal, with one's common way of life up-rooted, education is being dragged along as an eager step-child trying to do its part.

In our obstruseness we can not see that the past twenty-five years has changed much the ways or objectives of education. Then progressivism was a much newer word, but the pros and cons of that movement are just the same now as then. There has recently been a resurgence to the idea of old-time learning in which the pupil may learn something and know that he knows what he knows. In that early period there were still the apologists who said they were teaching children to live and that they cared little of what they learned provided the proper attitudes toward social living were developed. It was and is the great era of the child-centered school.

Of late months, with the Army and Navy claiming that great masses of our youth are most ignorant of the most common rudiments of learning and with the findings that our health programs are still woefully lacking in results, there has been an insistent clamor throughout the country that something must be wrong with our educational system. The most violent of these outbursts comes from the realization that the retention of what is supposedly taught in our classrooms is woefully weak. The defenders of the modern school still maintain that it was not their intention that facts be remembered but that the child be molded into a social being. The comeback is you either know or do not know, and that if some people did not learn things in the absolute there would never be any progress.

One incident in the mauve decade of our existence perhaps pictures education in its true perspective. We had occasion once to glance over the minutes of the county superintendent of schools of Los Angeles, California. Written in a fine Spencerian hand, the report was of a County Institute (God bless their sainted memories). The date was in the eighteen sixties. The report told of the modern progressive school system in the county, of new schools being built, of teachers' salaries being raised, of a most modern system of reading being promoted, of a science course being pushed, of health education and a fine moral-upbuilding program. If it had not been for the date I would have vouched it was of these latter most progressive days. And the conclusion, we must have always been modern and progressive and up-to-date. Selah.

* * *

The storm of controversy that the *New York Times* has stirred up in its report of last year and its more recent one on American history teaching in the United States is having its repercussions throughout the country. Educators are up on their ears stating that the last test was not a true one, for it had not been their purpose to memorize isolated facts but to develop the broad aspects of American civilization. In fact, some educators rank the *New York Times* as being in need of something sensational, being a member of the sensational press. We had always considered that newspaper one of the most conservative in the country, and we still think that it is the prevalent opinion of most of the persons in the United States. Of the many editorials written on this report we think this one from a recent issue of *The Indianapolis News*, Indianapolis, Indiana, has much to say of value on the controversy. We print: "Further reflection on the disgraceful showing of college freshmen in a history test leads inescapably to the question: Who is to blame? The obvious answer, that the high schools share most of the blame for not assuring adequate instruction in American history for their graduates, is only a partial explanation, a half-truth that can be as misleading as an outright unwillingness to face the problem realistically.

"The high schools, for all their faults, are only reflecting the attitude of 'Give 'em what they want.' That attitude, of course, is not the particular property of the high schools; it is also characteristic of the national mind, so that when high schools do not teach American history it is not because there is afoot a plot to undermine Americanism; it is because high school educators, realists that they are, recognize that there is 'no market' for American history as such. If American history is taught at all, these educators have found, it must be disguised in a variety of related subjects.

"And there, it would seem, is the crux of the situation. At one time American history was studied for its own sake; now it has to be a prerequisite in the curriculum or the mass of students will have nothing to do with it. Among the first books Lincoln read were accounts of his country's history; now, the country has come upon such evil days that American history, to be heard, must be popularized in comic books.

"This degradation of American history to the level of an unpalatable thing has resulted, to venture an explanation, from more than two decades of efforts by small-minded writers whose sole purpose was to 'debunk' national heroes and traditions. America has had her rascals, to be sure, but their presence does not contaminate all American history. Certainly it does not justify slighting or disregarding American history."

✓ ✓ ✓

To visit Indiana in the springtime with the first burst of leaves on the trees and in the mid-section of the state ride over rolling hills to Bloomington, the seat of the University of Indiana, is something to be remembered. The University grounds, looming to the right as one comes in from the east, with their vast expanse of limestone buildings looking remarkably new in the spring sunlight and with the surrounding older structures of red brick among large trees, is more than impressive. The city of 20,000 and more inhabitants has the feel of up and coming. In the city schools we find Superintendent H. E. Binford in charge, a man of sufficient outlook to guide a successfully progressive system in a university town. Mr. Binford knows his way about, for before he came to Bloomington in 1935 as superintendent of schools from an assistant superintendency at Louisville, Kentucky, he had been principal of this Bloomington high school for a period of years. For a city of its size Bloomington has accomplished more in the educational field than many cities far larger. The school system has a full-time doctor and three full-time nurses. Great emphasis is placed upon health education especially in corrective gymnastics. Their central library set-up with some 33,000 volumes at the command of the teachers is perhaps the speediest in the country for service. Each teacher has a list of titles, numbers of each book available, year of copyright, subject matter, etc. A call for material one day leads to its delivery the next. Courses in script writing and radio broadcasting are given. This year the high school printing classes are printing their high school annual. Pre-aviation courses are in full swing, as well as co-ordination of the home economic classes with national food rationing objectives. Emphasis is placed upon the tool subjects of reading and writing and arithmetic. Bloomington is one example of the Hoosier schoolmaster legend in operation.

✓ ✓ ✓

One never visits Indianapolis, Indiana, without feeling that the city is far vaster than it is. Monument Circle seems to dominate the whole city. When one gazes at the shaft in its center one does not have a realization of its height till one sees that it is above the skyline of surrounding buildings, and one has to look closely to realize the huge massiveness of the bronze martial statuary surrounding its base. Then the Capitol Building, with its dome and the gray blackness of its unwashed exterior contrasting with its dusty basement rooms filled with museum pieces of pioneer and Indian days while within two blocks are some of the finest stores in the country filled with the precious things of the world. Here is a school system under Superintendent D. S. Morgan attuned to the times, and aided by such men as Assistant Superintendent Virgil Stinebaugh even ahead of the times. The Indianapolis schools were training men and women for defense industry long before the war started. By now more than 30,000 adults have been prepared for war jobs in training classes that have used school shops and other facilities day and night. This spring seventeen thousand pupils have agreed to work in war gardens this summer and at least 100 principals and teachers have volunteered to act as garden counselors. One of the city's high schools is sending 80 of its agricultural students to work on Indiana farms this summer, and next fall when school recommences these same students will continue working one-half day on the farms and the other half at schooling. With the rest of the country Indianapolis is laying stress upon pre-induction classes for the armed services, and in its home economic classes preparing for a firmer understanding of rationing problems.

Perhaps the most significant feature of education in Indianapolis is the drive this year to bring about a full realization all through the grades of what is "Our American Way" of life. It is something very much talked about, but not in terms concrete enough for the understanding of the great majority. The Indianapolis Board of School Commissioners have had printed a leaflet titled—A Primer for Unity of Emphasis in Interpreting Our American Way. Mr. William A. Evans, Director of Publications of the Indianapolis city schools, was responsible for its compilation. Concisely, it presents the five problems: What does American democracy mean to me? What are my rights in our American democracy? What are my duties in our American democracy? What is our American creed? What can I do for my country? On six pages are given a synopsis that is covered elsewhere in many volumes. This leaflet has excited comment all over the country and requests for it are constant, and it has been reprinted in many magazines and newspapers. For it is the realization that with rights of citizenship go certain duties which together are the basis for the maintaining of Our American Way of Life. Quoting from the Primer's first page—"To appreciate America, to understand our nation's basic ideals, to know the history of its growth and the sacrifices of our forefathers, to realize keenly the blessings of our American way of life—is the first duty of every American."

✓ ✓ ✓

Norwood, Ohio, with its some 35,000 inhabitants, is within the metropolitan area of Cincinnati, Ohio, long noted as southern Ohio's cultural center. In this area given to manufacturing and the arts, schooling is not the least of the accomplishments. At Norwood Superintendent Harold S. Bates holds the battle line emphasizing the social significance of educational leadership provided the schools have teachers big enough and wise enough to direct their students along the proper lines. Mr. Bates is strong on teacher leadership and interpretation of facts and not so worried as to whether facts are memorized and remembered. Every so often Mr. Bates gets out a Teachers' Bulletin from the Office of the Superintendent—a mimeographed publication. In the issue of April 22, 1943, he has included items of national yet local educational interest. It is not often in bulletins of this kind that we find statements on educational fact sufficiently digested and thought through to be of value to the teaching body. His summary of the *New York Times* history controversy is to the point. He himself calls for developing within the pupil a fervor for democracy.

Western School News

Edited by MORRIS WAGNER

Major Joseph P. Nourse, the much beloved Superintendent of San Francisco's Schools, retires in July. Major Nourse, who has been a member of the San Francisco teaching body since 1901, was born in Pennsylvania, but came to California

Major
Joseph P. Nourse

with his family while still a small child. He attended high school in Santa Ana, and then went on to Stanford, where he graduated in 1897, returning to Santa Ana to teach for three years. From there he went to the University of California to study Greek, preparatory to joining the American School of Classical Studies in Athens. However, he was offered an excellent position in San Francisco and decided in favor of teaching young people rather than delving further into Greek and ancient customs.

Major Nourse was always interested in military training, but chose Stanford, instead of considering an appointment to West Point. He organized the Lowell unit of the High School Cadets in 1915, and two years later was invited to command the entire San Francisco organization of cadets. Joseph P. Nourse was named a major in the California National Guard during the administration of Governor Hiram W. Johnson.

Major Nourse served in the administrative positions of Vice-Principal of High School of Commerce, Principal of Polytechnic High School, and Principal of Galileo High School which he organized in 1921 and where he remained as principal until 1936 when he became superintendent. One of the most significant achievements of Major Nourse's administration has been the establishment of a far reaching and highly successful counseling program which has included the elementary grades.

When Principal James Ferguson stood before his student body the week after the treacherous attack at Pearl Harbor and said, "Every student and teacher in this school must make winning the war his first consideration from this moment on," he hardly expected the results which followed. Within the next few months every member of the faculty had taken the Red Cross First Aid Course, and some of them in turn had given the course to hundreds of members of the community.

The students entered into the patriotic display of enthusiasm even more whole-heartedly. They filled the newly organized classes which were set up at the suggestion of the War Department, classes in radio, pre-induction courses in math and science, and an obstacle course and life-saving courses in swimming.

Meanwhile student committees under the direction of Miss Edna Smith carried on an extremely successful War Stamps and Bonds drive, culminating in May with the participation of 97.7% of the students and the winning of the coveted Treasury flag; $13,686.75 worth of stamps and bonds have been sold up to May first, and this in a school whose enrollment does not exceed 700 students.

Perhaps the most impressive of Jefferson's war-time activities is its Victory Garden. Neil Nelson, the school's engineer, and John Parodi, school gardener, with the voluntary aid of numbers of students, started the garden in March, 1942. Since then it has supplied the school cafeteria with all the vegetables it has used. These have included 80 sacks of potatoes, 1000 bunches of carrots, 2000 heads of lettuce, 500 bunches of beets, and various other vegetables to bring the cash value of the garden's products up to more than $700.

Jefferson Union High has reason to be proud of its record, but it does not plan to rest on present accomplishments. Plans for continuation and expansion of Mr. Ferguson's win-the-war activities are already under way for next term.

Dr. Aubrey Douglass, California Assistant State Superintendent of Schools and Chief of the Division of Secondary Education, has resigned to become city superintendent of Modesto, California.

William M. Culp has been on the staff of The Western Journal of Education for the past twenty-five years. During that quarter of a century his Jottings of a Traveling Bookman have come in from every state in the union. He has talked with all types of schoolmen from villages to great metropolises, and in 1931-32 he visited Germany, England and France, sending in his columns from the great capitals of London, Paris, and Berlin.

William M. Culp

Mr. Culp is a Californian, born in Escondido, San Diego County, where he maintains the home and lemon grove which he is able to see only a few weeks each summer when he settles down from his customary wanderings. The coldest months of the winter are likely to find him far from sunny California, frequently in and around New York, but in the opinion of his wife who accompanies him on all his travels, his varied migrations can only be likened to the wind blowing where it listeth.

Mr. Culp is a graduate of the University of California, of the class of 1913, and he is a member of the Sigma Phi Sigma fraternity. At the time he joined Harr Wagner in 1918 to embark upon the adventure of being a member of a publishing firm as well as its representative he had just been mustered out of the Army, having enlisted the year before when he left the principalship of the Round Valley Union High School, Covelo, California.

Mr. Culp ventured in authorship as well as publishing. His first book was *Tumba of Torrey Pines*, followed by *Jeremiah the Cat*, and then by *And A Duck Waddles Too. Jeremiah the Cat* is now in a second edition. Mr. Culp has also contributed numerous articles to national educational magazines.

In addition to his traveling Mr. Culp is Vice-President and Secretary of the Harr Wagner Publishing Company, publishers of The Western Journal of Education.

STATE BOARD APPOINTMENTS

THE STATE BOARD OF EDUCATION met in San Francisco May 14th and 15th. The chief item of interest to the schools was the adoption of the Singer Science Series for grades one to six. These books are without doubt the most beautiful series that the state has ever adopted, and one of the most beautiful series to be published anywhere in any field. Guy M. Wiser, the artist, whose work contributes so much to the books, lives in California. He is not only a gifted artist, but accurate in the reproduction of science subjects.

Six new members were appointed to the Board of Education by Governor Earl Warren on May 4th, and Eugene T. Broderick of San Francisco, general manager of E. S. Hutton & Co., stockbrokers, a former member, was reappointed.

The new members are:

Fred W. Smith of Ventura, farmer, president of Hobson Brothers Packing Company, member of the board of trustees of Pomona College and the newly elected President of the State Board.

Ralph T. Fisher of Oakland, civic leader, recent chairman of Governor Warren's statewide citizens' committee on old age pensions. Mr. Fisher is the son of P. M. Fisher who, as County Superintendent of Schools of Alameda County for many years, was a leader in education and well known to the older schoolmen of the State;

William L. Blair of Pasadena, managing editor of *The Pasadena Post* and member of the Pasadena Board of Education;

Gilbert Jertberg of Fresno, attorney and member of the advisory board of Fresno State College;

Joseph P. Loeb of Los Angeles, attorney; and

Mrs. E. T. Hale of San Diego, president of the California Congress of Parents and Teachers and member of the San Diego Board of Education.

Hold-over members are:

Robert M. Dulin, attorney of Beverly Hills, retiring president of the State Board;

James H. Tadlock, retired newspaperman of Eureka; and

Edward Cummings of Bakersfield, Director of Vocational Education for War Production Training in Downey Union High School District.

SUMMER CONFERENCES

WITH THE COOPERATION of the University of California at Los Angeles plans have been completed for the third *Conference on Elementary School Supervision* to be held at the University from July 19 to August 6.

A SUMMER WORKSHOP on Youth Guidance and Correction will be held at U. C. L. A. from June 28 to July 2.

PACIFIC COAST REGIONAL MEETING of the Association for Childhood Education will be held at the University of California at Los Angeles, July 13-16, 1943. The theme of this meeting will be "Children in Wartime and Afterward."

FIVE DISTINCT CONFERENCES are being held at Claremont Colleges this summer. These conferences are: American Hemispheric Solidarity, June 28-July 3; American Pacific Relations, July 5-10; Annual Claremont Conference on Reading, July 12-17; Claremont Conference on Mathematics and Science, July 19-24; and the United States in the New World, July 26-31. The usual comprehensive seminars (workshop-type) for the full session will cover each of the Conference fields in detail.

STANFORD UNIVERSITY has an interesting setup of summer workshops centered about the theme of "Education in the War and Post-War Reconstruction." Special workshops in mathematics and science will be featured.

TEACHERS COLLEGES. San Francisco and San Jose State Colleges announce summer sessions for elementary teachers. Both will conduct demonstration schools also. San Francisco State College will hold the usual publishers' exhibits of text books.

GLADYS POTTER, Supervisor of Elementary Education of Long Beach and former Assistant Chief of Elementary Education for California continues as a member of the faculty of the Stanford Summer Workshops. Together with Paul Hanna she conducts the Workshop in Elementary Education which is offering a wide variety of subjects based on current problems.

STATE EDUCATIONAL COUNCIL

AT THE CALL of Walter F. Dexter, State Superintendent of Public Instruction, representatives of the leading educational organizations of the state met in Sacramento May 19 and 20 to discuss the possibility of establishing better means of coordination between the efforts of the various educational groups of the state.

One of the outcomes of the meeting was a recommendation to the State Superintendent of Public Instruction that the necessary steps be taken to establish a State Council of Education of which the State Superintendent would be ex officio chairman. This group, representative of all the educational groups of the state, would serve as an advisory committee to the State Superintendent and with him establish statewide policies governing the conduct of education in the state.

In addition to the recommendation that an educational advisory committee be organized, the conference also approved recommendations for the release of pupils from the public schools to attend religious instruction elsewhere.

W. K. Cobb, Ventura County Superintendent of Schools, and President of the Association of California Public School Superintendents, presided as chairman of one of the section meetings and at the two general meetings.

SUPERINTENDENT VIERLING KERSEY is engaged in a challenging and forward-looking curriculum venture—the teaching of Spanish in the elementary schools of Los Angeles City, the fifth largest city in the United States and the third largest in point of school districts included under one head.

The Los Angeles City Schools believe that no one should graduate from high school without a fairly advanced degree of mastery of another language along with English. Since language study and language interest can be introduced and undertaken with great evidence of success in the earlier years of life, the schools are confident that their efforts to teach Spanish to elementary school pupils will be favorably received and successfully accomplished.

DR. CURTIS E. WARREN, City Superintendent of Santa Barbara, has been appointed superintendent of San Francisco for a four-year term beginning July 1.

CHILD CARE CENTER FUNDS ARE ALLOTTED

Under the provisions of the Lanham Act the Federal Works Agency is now allotting funds to school districts making application, for the purpose of establishing child-care centers. To date 78 applications for funds have been filed through the State Department of Education, and 41 allotments, amounting to $1,500,000 have been made for a six-months' period.

A $6,000,000 program for the care of the children of war-working mothers is in operation in California, $3,000,000 of which is being supplied by the government, the other $3,000,000 to be contributed through fees paid by parents of the children.

Standards for child-care centers have been approved and distributed to all districts confronted with the problem of providing care for the children of working mothers. A 150-page bulletin entitled *California Program for the Care of Children of Working Parents* is now in press. A preliminary edition of 500 copies in mimeographed form was distributed by the Division of Elementary Education to meet the immediate need of school districts. Approximately 500 requests for the printed bulletin are now on file, indicating the widespread interest in the problem throughout the State of California.

Lieutenant John J. Allen, Jr., is one of the valuable school personnel the Oakland Public Schools are contributing to

Lieutenant
John J. Allen, Jr.

our armed forces every week. By May at least 113 teachers and employees had been given leaves to enter the service.

U. C. SUMMER SESSIONS OPEN

The University of California opens its Demonstration Elementary Secondary Schools, as well as a Recreation School and a Clinical School, for summer session June 28. The Demonstration Elementary School in Berkeley will be housed in the Whittier-University Elementary School, a short distance from the University campus, and will be under the direction of David H. Russell. In Los Angeles the Demonstration Elementary School will be housed in the bungalows of the University Elementary School of the University of California, and will be under the direction of Dr. Jesse A. Bond.

The Schools are open to daily observation by summer session students in Education who may watch such procedures as the initiation and development of a unit of work, modern provisions for individual differences, and growth of skill in the three R's while carrying on purposeful activity. The Schools place emphasis upon experiences involved in the social studies, through which children come to realize the joy of learning and democratically sharing their common experiences.

Dr. George A. Rice, Professor of Education at the University of California, and William E. Odell, Superintendent of Schools, Oakland Board of Education, and Robert E. Brownlee, principal of the Demonstration Secondary School, will direct its program from June 28 to August 21. At Los Angeles the secondary school is called the Vacation High School and is housed in Los Angeles High School. Dr. Jesse A. Bond will direct the School.

Many courses in education have been planned in addition to workshops and demonstration schools. Courses in this field are led by Professor Frank N. Freeman, chairman of the Department of Education, and eminent teacher of educational psychology. Dr. Freeman's courses will include "Psychology of Elementary School Subjects," a graduate course in "Advanced Educational Psychology" and leadership of a seminar in the same subject.

Child Care in New York State has ample support since Governor Thomas Dewey of New York signed a bill authorizing state and local authorities to undertake a $5,000,000 program for the care of children of parents in war work.

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OAKLAND ASSISTANT ENTERS U. S. SERVICE

William S. Briscoe, Assistant Superintendent of Schools, Oakland, California, left his position early in May to serve as a major in the U. S. Army in the special services division. He is stationed temporarily at Lexington, Virginia, Special Service Replacement Pool, Washington and Lee University.

Major Briscoe served in World War I from October 1918, to January 1919, and is Second Vice Commander of American Legion Post No. 5 in Oakland. In a letter to Mrs. Briscoe he writes of his work in World War II in the Special Service Command.

"Believe me, when one gets the confidential and restricted information we have received here, it makes one feel that

Major
William S. Briscoe

everyone should be in this war to his fullest extent. The work I am doing is most sorely needed and extremely valuable. There are men here from Greenland, the South Pacific, Africa, India, China, everywhere. What we are doing will actually save the lives of many boys and the sanity of others, to say nothing of making better soldiers of all. One could not refuse to do this if he were asked any more than he could refuse to help save the life of another."

Major Briscoe came originally from Idaho, with schooling both there and in the State of Washington. He is a graduate of the University of Idaho. He has done graduate work both at the University of California and at Stanford. His M. A. was received at Stanford and work toward a Ph.D. has been done at University of California.

Major Briscoe entered the Oakland school department in 1927 as an elementary principal. Later he became vice principal of the Oakland High School, which position he held for a year before being appointed as assistant superintendent in December of 1934, from which position he is now on leave.

CHARLES L. GEER — A CAREER IN ONE TOWN

By T. A. Ellestad

Editor's Note: — Harr Wagner counted Charles L. Geer among his best friends. He once said of him, "The man is unique. It is a rare temperament that combines so keen a sense of humor, such great kindliness and so much sympathetic understanding of human frailties with such bedrock sternness."

It is those qualities that have contributed to Charlie Geer's tremendous success with his students, especially with problem cases. One such case was sent to his school from a neighboring county. On returning to his family on vacation the youth was asked how he was getting along, and whether he had gotten into any of his old troubles. "Oh no," said the boy, "a fellow just doesn't do things like that in Mr. Geer's school."

Fundamentally the most important contribution that a school man makes in the educational field is his effect on the development of character in those students who come under his influence.

The following article, written by Charles Geer's friend and successor, at our request, gives evidence that Mr. Geer is one of those progressive educators who believed in stressing fundamentals and that a school man should "keep both feet on the ground, but not both at the same time," lest he fail to keep pace with educational needs. Here is the story of one man's influence in his own school and his state—a career of twenty-seven years—in one town.

In the retirement of Charles L. Geer as district superintendent of the Coalinga Schools in 1938, education lost one of its most active and enthusiastic men. Although "Charlie" or "Pop," as he was affectionately known by many of his fellow principals and superintendents, was district superintendent and principal of one of the smaller rural school districts, his influence and interest in public education was felt over the entire state, and beyond state lines wherever he worked with educational groups.

Mr. Geer was born in Ellisville, South Dakota, on August 22, 1884, and received his early training in "the little red school house," which here and there dotted the plains of the Middle West. His father was a country school teacher, and as was the case with many teachers at that time, the teacher moved here and there, and from place to place, as the communities could afford to hire a teacher. As a result, Mr. Geer obtained his early training the hard way and found that not only was there a struggle for an education, but saw that there was also a struggle for those who worked in the field of education, and traveled through the wide open spaces to provide an education for the children in those sections of the country where the country was new, and the communities were far apart.

While Charles was still a boy, his parents moved to New Hampton, Iowa, where he completed his elementary school training, and entered high school. He had completed three years of high school work, when in 1902, listening to the call of the West, his parents moved to California, and located in Santa Clara County, near San Jose. Here his father continued his work as a teacher, and young Geer completed his high school training. He worked in the prune orchards and in the canneries during the summer and after school hours during the winter. After completing his high school work at Campbell High School, he entered Stanford University in 1903.

In speaking of his early experiences, Mr. Geer has frequently mentioned his struggle to keep himself in school; finding such odd jobs as were available around the community, and at the university, while in school, and working in the fruit during the summer, and picking and canning for his own winter supply after hours. His work did not, however, prevent him from taking part in some school activities. An attack of infantile paralysis, while he was still a boy, had kept him from taking part in school sports; a difficult background, considering that he was later to become a high school coach, and a leader in the field of sports. He did take part in forensics, and while at Stanford, won the Bonneheim Debating Prize. Later, while he was doing graduate work, he was appointed an assistant in the English Department of Stanford University.

Charles L. Geer

After completing his work at Stanford University, Mr. Geer accepted a position as athletic coach and instructor in English at the Paso Robles High School. It was while teaching at Paso Robles that he married Miss Mary Benzing. In 1911 Mr. Geer resigned from his position at Paso Robles, to accept a position at Coalinga Union High School as coach and instructor in mathematics, and in 1915, upon the resignation of Dr. Abbott, Mr. Geer became principal, and a year later, district superintendent of the Coalinga Schools, a position which he was to fill until his resignation in 1938, or 27 years later.

During Mr. Geer's administration, the schools developed and increased from a small school with four or five teachers and 75 students, to a modern high school with 30 teachers and an enrollment of about 750 students.

One of the first steps taken by Mr. Geer after taking over control of the local school system, was the organization of the intermediate school, covering the work of the seventh, eighth, and ninth grades, a forerunner of the junior high school. Coalinga, thereby, became one of the first schools to adopt the 6-3-3 plan of public education.

The changing from the conventional four year high school to a junior-senior high school was the answer to an economic problem which had developed in the local school system. The elementary school was a small city school district, with a fairly large school population and a very small taxable wealth, while on the other hand, the high school district, with the oil fields as a large part of its taxable property, was well supported. To make a more equitable adjustment in taxes, the seventh and eighth grades were shifted over to the high school district. Not only was this shift advantageous from a financial point of view, but it also proved to be a progressive step in public education which was later proven by the fact that many of our larger school systems are now using the 6-3-3 plan.

While the changing from the regular four year high school to the junior-senior high school was going on, his clear vision and keen awareness of the needs of youth did not keep Mr. Geer from realizing that in order to have a well balanced educational program it was necessary to provide adequate facilities for those young people, who for reasons of adjustment or native ability, could not adapt themselves to an academic program. To meet this need, a broad vocational program was organized,* covering the six years of junior and senior high school, providing vocational courses in the various fields of shop work for the boys, home-making for the girls, and commercial courses for all students who were interested in that field.

Later, this same interest in meeting the needs of all students, led Mr. Geer to formulate plans for a petroleum technology course on a post graduate level. This program was an answer to a need for further training for boys, who could

*Coalinga is one of the few rural schools offering courses in printing as a part of the vocational program.

if they had some special training, obtain jobs in the oil fields as helpers in the laboratories and technical department. But before this program could be put into effect, further study of the problem brought about the need of further training in all fields, with the result that in 1932 a junior college was added to the Coalinga School System.

While his school was growing in enrollment and expanding in building, Mr. Geer became interested in the broader aspects of secondary and higher education, and has served as chairman, and as a member of many state sectional and district committees. He has, for many years, been a member of the affiliations committee with the state colleges, a committee which he was instrumental in organizing. Mr. Geer served as the first chairman of the State Representative Council. For 20 years, or from its organization until his resignation in 1938, Mr. Geer served as president of the Fresno County High School Principals' Association. He served as secretary for the Central Section of the C. I. F. for 20 years; served as referee at state track meets for years, and in the West Coast Relays for 17 years.

In connection with his work in the C. I. F., it might be said that athletics was Mr. Geer's hobby, or at least one of them. No track meet was complete without Mr. Geer serving as starter, or in some official capacity. He could quote more track and field records than most men could obtain from printed records. Today, in talking with younger men from other sections of the state about Mr. Geer, this statement is often made, "Oh yes, I remember Mr. Geer, he was starter when I ran in so and so at this or that track meet."

Even today, Mr. Geer takes a keen interest in track and field events. He states that he has not missed a West Coast Relay since they started 17 years ago.

In passing, one must include a few characteristics of Mr. Geer as a man, as an educator, and as a friend. Many who have come in contact with Mr. Geer will remember him for his keen wit, his friendly smile, and his ability to tell a story to fit the occasion, the supply of which never seems to be exhausted. His keen understanding and ability to grasp a situation instantly and solve it was uncanny. It has been said about men in the administrative field, "they can make quick decisions and are sometimes right." In Mr. Geer's case, he was nearly always right.

Aside from his work in education, Mr. Geer became interested in the geology of the Coalinga district and particularly in the study of fossils. This interest he is still keeping up, although his health has prevented any active work in this field. He has frequently said that when he retired from active work in the field of education, he was going to devote his time to talks on fossils and higher education. He often said this with a twinkle in his eye indicative of a double meaning.

At present Mr. Geer and his good wife are living in Coalinga, where he spent most of his active life. His daughter Ruth, is the wife of Mr. Clarence Heagy, music supervisor in Fresno County, and his son Charles is a member of the teaching staff of the Coalinga Union High School, at present on leave with the Armed Forces. Mr. Geer's time is spent in taking care of property in Coalinga and elsewhere.

Mr. Geer is one of those men who was always willing to serve and work on any problem where help was needed. Time or distance did not enter into the picture as a problem. Especially was this true when opportunities for boys and girls were under consideration. His philosophy was to train all, and thereby bring out the best. This philosophy was applied in his own school. He saw to it that as far as possible every student had a program "geared to his abilities." He believed in "winding them up, but not to do the ticking for them."

Mr. Geer will be remembered by many for his sound counsel and friendly advice, for his keen interest in young people, and for his fair and understanding way in dealing with those who worked for him and with him.

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Nila Banton Smith
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211 West 68th Street, Chicago, Illinois

Library News

Edited by MABEL R. GILLIS, State Librarian

THE PERSONNEL SHUFFLE

By Grace Murray
California State Library

Librarianship can no longer be considered a sedentary occupation, we believe, because the employees in California libraries seem now to be on a constant move from one job to another. This general shuffle began about the same time as the war, and has progressed at nearly the same rate of acceleration.

First the part-time, unskilled (in library procedures) help left to enter the armed forces—and to become privates and sergeants and captains in no time at all. Meanwhile professional librarians of the "weaker" sex have been left to stagger around in their libraries under loads of books to be shelved and bags of mail to be distributed and shipments to be bundled off to branches and stations in distant points of the city or county, unable to hire men or boys or sturdy girls to assist with the heavier routine tasks of running a library and serving the public in the desirable manner.

Enough is plenty, and so fairly soon these same librarians were stepping out to do their patriotic bit, to meet adventure half way, and to get better salaries—in that order, usually. They would join the WAACS and the WAVES and the SPARS or take charge of Army or Navy post libraries or just move up the line to become city librarians instead of catalogers or county librarians instead of school department librarians or get married and have children or do something equally interesting and diverting. As a result, keeping up the directory of California librarians is about like playing a game of Chinese checkers—jumps are allowed in all directions, but the final object is to get all the "men" home.

John Boynton Kaiser heads the list of recent changes involving chief librarians of public and service libraries in California. Mr. Kaiser moved across America to become city librarian of Newark, New Jersey, on April 16th. His resignation from the Oakland Public Library closed sixteen years of service as its chief. Mr. Kaiser topped the list of civil service candidates for the Newark position with an outstanding record in the library field. Until the permanent appointment of his successor is made from candidates subject to civil service examination, the Oakland City Library will be managed by Mabel W. Thomas, promoted temporarily from assistant to Acting Librarian. Mr. Kaiser was honored by the Oakland Library staff and the East Bay Library Council at dinner in the Leamington Hotel on April 6.

Louane L. Newsome was granted a leave of absence from the Petaluma Public Library from March 15, 1943 "for the duration and six months thereafter" so that she might take charge of the Army Post Library at Camp Lockett, San Diego County. Mrs. Newsome has been succeeded temporarily by her former assistant, Edna Bovett. Later in the summer Mrs. Maxine K. Durney will become Acting Librarian.

Grace R. Taylor has resumed active service as Sacramento's City Librarian. Assistant Librarian Ethel DeWitt was in charge of the Public Library for four months while Miss Taylor, serving under the City Defense Council, organized the Block Plan for Sacramento.

Margaret Sihler, formerly of Chicago, was appointed City Librarian of Redding at the end of April, to succeed the late Charlotte P. Lambert.

Auburn's City Librarian is known by the new name of Mrs. Ruth Hadlow Kaduce since her recent marriage.

Xenophon P. Smith, Librarian of the 9th Service Command, announces several recent appointments of librarians for Army posts and hospitals in California. Helen E. Burgess, formerly reference librarian of the Tulare County Library, is to organize the library of the Army Air Base at Blythe. Reba A. Brown left the University of California Library at Los Angeles to become librarian of the Torney General Hospital Library, in what was formerly El Mirador Hotel, Palm Springs. The Hospital Library at Camp Callan is now under the direction of Mary Hestwood, recently of the Los Angeles City Library. Camp Stoneman now has a post librarian, Margaret Jean Sim, and a hospital librarian, Gwendolyn Tracy. Dorothea Smith has been put in charge of the Camp Haan Hospital Library, and Barbara Bronson is head of the Camp Roberts Hospital Library.

The East Garrison Library at Camp Roberts is now under the direction of Catharine A. Garrett, Elizabeth Hickenlooper having returned to her former post in the Los Angeles Public Library. F. Helen Parker is Librarian of Fort Winfield Scott, San Francisco. Ruby E. Davis, formerly of South Pasadena Public Library, is organizing the Santa Ana Army Air Base Library. In Chico the Army Flying School Library is under the direction of Corinne Clark, and Alice L. Cummings is directing the Post Library of the Sierra Ordnance Depot at Herlong, Lassen County.

LIBRARY INSTITUTES ON WAR AND POST-WAR ISSUES

As a substitute for the 1943 annual conference the American Library Association is sponsoring a series of institutes on war and post-war issues. The first of these which was national in scope, was held in Chicago on January 30 and 31, and was attended by 200 invited delegates. Althea Warren, President-Elect of the American Library Association, and Librarian of the Los Angeles Public Library; Helen E. Vogleson, Los Angeles County Librarian; Willis Kerr, Librarian of Claremont Colleges; Marjorie Van Deusen, Librarian of Belmont High School in Los Angeles, President of the School Library Association of California; Marjorie Schramling, Librarian of the Los Angeles High School and President of the Southern Section of the School Library Association of California; Elinor Alexander, Librarian of the Salinas High School, and President of the Northern Section of the School Library Association of California; and Mabel R. Gillis, State Librarian, were the California representatives at this national institute.

The purpose of these institutes is to help librarians and trustees to inform themselves about the important issues which face the American people, and to consider what libraries can do to encourage and assist the American people to read and think about them. The institutes are being organized not to discuss library activities in general or war information centers or technical service to industry, but to discuss war and post-war problems and issues. Topics that receive first attention are: Ideas are weapons, What citizens must know and do to help win the war, Preparing for the post-war period in America, Preparing for a post-war world. Throughout all the sessions participants are concerned with the topic, "What can librarians do to promote read-

ing and thinking on these issues?" The panels assisting discussion leaders are composed of representatives from the fields of education, libraries, and governmental and private agencies involved in the problems that are being considered.

Southern California-Arizona Institute

The plan of the American Library Association calls for regional and local institutes to be organized by those who attended the national institute. A southern California and Arizona regional institute held in Los Angeles on March 13 and 14 served also as the annual meeting of the Southern California District of the California Library Association, of which Dr. Mary Duncan Carter, director of the School of Librarianship, University of Southern California, is President. Althea Warren was Chairman of the Regional Institute Committee for southern California and Arizona, and her committee cooperated with Dr. Carter in planning the program. There were three sessions. The first one on Saturday afternoon was concerned with Basic Understandings, and had as its panel Helen Haines, Visiting Professor, School of Library Science, University of Southern California; George Hjelte, Director, Los Angeles Civilian Defense Council; Dr. Wilbert L. Hindman, Department of Political Science, University of Southern California; Dr. William B. Langsdorf, Department of Modern European History, Pasadena Junior College; and Ruth Macfarlane, Member of Educational Advisory Committee to the War Manpower Commission. The second session on The War and Post-War Planning was held Saturday evening after a dinner at the University Club with the following panel: John Burton, "Inside the News" Commentator, KFI; Dr. Ch'en Shou-Yi, Professor of Oriental Culture, Pomona College and Claremont Colleges; Charles H. Fishburn, District Representative Pacific Southwest District Training Within Industry, War Manpower Commission; Watt L. Moreland, War Production Board and Major Ruth Cheney Streeter, Director of Women's Reserve, U. S. Marine Corps and Clara Dills, President of California Library Association, were guests at the dinner and spoke informally.

On Sunday morning the group took up the subject of The Library's Job, and the panel consisted of the following: Rosemary Livsey, Los Angeles Public Library; Helen O'Conor, Los Angeles County Public Library; Cornelia Plaister, San Diego Public Library; Dr. Lawrence C. Powell, University of California at Los Angeles Library; Clement Skrabak, Pacific Aeronautical Library, Institute of Aeronautical Sciences; and Marjorie Van Deusen, Belmont High School Library.

The discussion leader was Mr. Drummond Jones from the Office of Civilian Defense, Washington, D. C., who had also been the leader for the national institute at Chicago. Mr. Jones is a skillful presiding officer and ably drew out discussion in regard to present and future problems as well as the part that the library can take in making them known.

Northern California-Nevada Institute

On March 17 and 18 a northern California and Nevada regional institute was held in San Francisco. Robert Rea, Librarian of the San Francisco Public Library, was the chairman. The institute in San Francisco met both morning and afternoon of both days. The panel members on March 17 were Mrs. Eileen Niemeyer, Child Protective Program, WPA; Nathan van Patten, Director of Libraries, Stanford University; William Wright Alley, Housing Representative, National Housing Authority; Professor Harry M. Cassidy, Department of Social Welfare, University of California; Dr. John O. Raffety, Coordinator Officer, State Department of Health; and Miss Audrey, Defense, Health and Welfare Services. In addition Mr. G. W. Gahagan, Assistant to the Regional Director, Office of War Information, attended for a short time in order to discuss with the group attending the institute questions in regard to the publicity issued by the Office of War Information. The institute again was was led by Drummond Jones. On March 18 the panel members were Professor Frank W. Hart, School of Education, University of California; Dr. Samuel May, Director of Bureau of Public Administration, University of California, Chairman, State Planning Board; Mrs. Alfred McLaughlin, Vice-Chairman, San Francisco Institute of Pacific Relations; and Nathan van Patten. This institute was attended by the State Librarian, who is acting as State Coordinator for the various groups.

Local Institutes

The first of the local institutes in California was held in the State Library in Sacramento on April 17. This was also the annual meeting of the Golden Empire district of the California Library Association, comprising the counties of Alpine, Amador, Calaveras, El Dorado, Mono, Nevada, Placer, Sacramento, San Joaquin and Yolo. Mrs. Miriam Maloy, President of the district and chairman of the institute, is Supervising Catalog Librarian in the State Library. Robert P. Farrington, State Department of Education, was panel leader, and the members of the panel were Mrs. R. Gordon Wagenet, League of Women Voters; Mabel R. Gillis, State Librarian; C. O. Busick, Jr., California State Planning Board; Claude Coffing, Chairman, Committee on Post-War Planning, Sacramento Chamber of Commerce; James Dean, Deputy Director of Finance, State of California; Arthur St. Clair, Area Supervisor, U. S. Employment Service; and Grace Taylor, Sacramento City Librarian. There were about 50 librarians in attendance both morning and afternoon.

Plans are now under way for a local institute in Fresno on May 6 under the auspices of the Yosemite District of the California Library Association; Minette Stoddard, Librarian of Merced County Library, President. Dr. Hubert Phillips, Fresno State College, will be discussion leader. Another local institute will be held in San Francisco, sponsored jointly by the San Francisco Bay District and the Portola District of the California Library Association. The President of the San Francisco Bay District is Robert Vosper of Stanford University Library, and Mrs. Ella Whittle Pimentel, Librarian of the Goodman Library, Napa, is President of the Portola District. An all-librarian panel will here discuss the problems raised by the war as met in their respective types of libraries.

From the panel members listed it will be seen that the librarians have so far had the opportunity of the viewpoints of leaders in various fields. It has been very stimulating to librarians to know how these various experts are meeting the problems of the war and the issues involved in post-war planning. Also it has been enlightening to have the viewpoint of many of the panel about library service. On the other hand some of the panel members have learned many points about the libraries with which they may not have been familiar previously. The consensus of opinion concerning the institutes that have been held so far seems to be that they have been stimulating, inspiring, provocative; the forum idea at its best.

Book Reviews

From the Follett Publishing Company

OUR SOUTHERN NEIGHBORS by Meyer, Gray, and Hancock. Price, $1.60. Grades 6-9. This new unified social studies text, intended to fill the need for suitable instruction material covering the lands and people of Latin America, is a definite contribution to the Good Neighbor Policy which our government and schools have endeavored to develop. The Good Neighbor Policy is promoted in two ways: directly, by telling what the policy means and the benefits mutually to be derived from it, and indirectly by giving the reader a true and sympathetic account of life as it is lived below the Rio Grande.

The text describes a journey throughout the lands of Latin America. By bus, train, airplane, and boat a group of boys and girls travel from place to place, seeing with their own eyes how the people live, work, travel, and play. The story method is used as often as possible to relieve the monotony of too heavy a diet of facts, and interest is heightened through dramatization of situations and events. Pictures and legends tell a running story that parallels the text. In addition to many action photographs straight from Latin America there is an unusual series of product maps and colored physical maps.

This book drops the conventional lines between geography and history, weaving the two subjects into one integrated whole. It stresses the fact that the story of the growth of civilization, which is history, takes place in a geographic setting.

A complete activity program is provided at the end of each unit.

From the Claremont Colleges Library

CLAREMONT COLLEGES READING CONFERENCE, Seventh Yearbook, 1942. Price, $2.50. This yearbook contains the papers presented before the 1942 summer reading conference which marked a new high among the Claremont series, the oldest conference series in America dedicated specifically to a consideration of problems of reading. The basic theme of the series has been to present the reading process in its broad psychological aspects in order that more fundamental instruction programs may be developed for the schools. It is the aim of the conference to approach the subject of reading from the functional point of view.

Members of the southern California section of the Subcommittee on Reading of the Committee on Curriculum of the California Association of Secondary School Principals cooperated in the conference. Members of the committee gave papers on "How I Teach Reading." These papers were designed to present ideas and materials which have been found particularly useful in the classroom. Dr. Peter Spencer, Professor of Education of Claremont Colleges, who directed the conference, prepared the introduction for the Yearbook.

The 1942 conference program continued to amplify the Claremont concept that the reading process is the educative process and a full program for reading instruction must be as broad as life is broad. Morning sessions were devoted to discussions of problems with reading at various school levels of development. Afternoon sessions considered a number of common interests which reading serves.

Some of the papers presented in this Yearbook are: "Types of Reading Situations in the Upper Grades," Leonard M. Christensen, Principal, Gustine Union Elementary School; "Materials and Methods Since the New England Primer," Dr. John Hockett, University of California at Los Angeles; "Reading Activities in the Elementary Grades," Lois Perrelet, Supervisor of Remedial Reading, Merced; "Reading the Soil Text in the Book of the Land," Harry Reddick, Regional Conservator, U. S. Department of Agriculture Soil Conservation Service, Berkeley; "Reading in the Activity Program," Dr. Nila B. Smith, University of Southern California, Los Angeles; "Reading, The Educative Process," Dr. Peter L. Spencer, Claremont Colleges; "Effects of Physical Deficiency Upon Educability," Curtis E. Warren, Superintendent of Schools, Santa Barbara; "Report of Experiment to be Submitted to Southern Section of State Curriculum Committee on Developmental Reading," Mrs. Ethelyn Yount Weida, Franklin D. Roosevelt Junior High School, Compton.

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September, 1943

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Jottings of a Traveling Bookman

By W. M. CULP

The story of education in San Diego city and county since its inception, July 1, 1854, has never been written except in the meager records of a school district. Up to 1865 the whole county boasted of only one school, and then the attendance was given as 51 pupils. In 1868 there were two schools established, and in 1870 three, no attendance being given. In 1873 there were thirteen schools. By 1879 there were 1,134 pupils in the county. Up to 1868 the county had only one school district, then two were established. Then by 1886 we find that there were 70 districts and 4,000 pupils, an enrollment figure probably higher than that of the year 1893, fifty years ago. Coming down to modern dates we find the highest number of school districts in 1914, listed as 124 with 15,875 pupils and 673 teachers, while the 1942 figures give 2,218 teachers in the city and county and 110,664 pupils with districts consolidated back to the number seventy-eight.

One interesting fact from these figures is in the number of pupils per teacher as shown by the records in 1865. One teacher had 51 pupils, in 1886 eighty teachers had 4,000 pupils, or average of fifty each, yet in 1942, 2,218 teachers teaching 110,664 pupils still averaged according to the data 49.8 per teacher. If these figures are correct it is a rather intriguing commentary on the past and present in relation to teacher load.

Since 1893, a period of fifty years, only seven persons have been identified with the superintendency of San Diego County schools—Harr Wagner, 1890-1894; W. J. Bailey, 1894-1898; Hugh J. Baldwin, 1899-1915; John F. West, 1915-1919; F. F. Martin, 1919-1921; Mrs. Ada York Allen, August, 1921 to December, 1942, and Dr. John S. Carroll, January 1, 1943, incumbent. Hugh J. Baldwin, for years after leaving the county superintendency of schools, was identified with Humane Society work. John F. West was superintendent of schools at Pasadena, California, and later, until he retired, superintendent of schools at Albany, California. F. F. Martin left San Diego County before his term of office was up to become school business manager for Pasadena. From there he went to the city superintendency of Santa Monica, California, for several terms, and since then he has been identified with the Chico, California, city schools; Mrs. Ada York Allen spent thirty years in San Diego County school work before retirement, the first ten as deputy superintendent and the last twenty as county superintendent.

With Dr. John S. Carroll assuming office January 1, 1943, came another first in the story of education in San Diego County. Dr. Carroll, as far as the records show, is the first native son to have been elected to the San Diego County school superintendency. Dr. Carroll was born on a ranch at Escondido and graduated from the Escondido high school. He has his A. B. degree from the San Diego State College, his M. A. degree from the University of Southern California, 1932, and his Ph. D. degree from Yale University in 1940.

Into the past ten years Dr. Carroll has crowded a vaster amount of educational training, work, and experience than is given to most school men. He has had college teaching experience at San Diego State College, Yale University, New Haven Junior College, and Claremont Colleges Graduate School, in history, education, science, sociology, and psychology. He has had junior and senior high school teaching experience in the San Diego city schools. His executive record includes: administrative and supervisory experience in the San Diego city schools; executive secretary, Connecticut Visual Education Society; lecturer, Connecticut State Department of Education; consultant in health education for the City of Hartford; curriculum coordinator, San Diego County schools; consultant in school business administration, School Surveys.

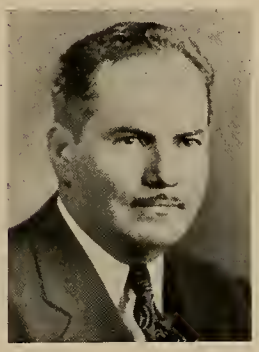
It was as curriculum coordinator of the San Diego County schools for two years that Dr. Carroll became again thoroughly acquainted with the county school problems. Upon Mrs. Ada York Allen's decision to retire Dr. Carroll became the candidate of the men in charge of the various county school districts. This support is another first for Dr. Carroll, for it explains the whole-hearted cooperation with the central office program of supervision that is just now getting into operation.

Dr. Carroll's program demonstrates functional democracy in school administration. An unusual opportunity was given for the functioning of his ideas in the selection of the supervisory staff because of vacancies that had not been filled and which were open on his accession to office. In the selection of this staff he believed that the persons who were to be supervised should have a voice in their selection and also a say as to their duties and activities. Consequently, there has been set up a Personnel-Selection Committee consisting of eight representative district superintendents, four of them representing the elementary schools and four of them representing the secondary schools. These district superintendents were selected at the request of Dr. Carroll by the President of the

San Diego County Administrators' Association, Sherman Freeman, district superintendent of the Vista schools. This committee is composed of Donovan F. Cartwright, San Dieguito Union High School district superintendent; J. Leslie Cutler, Coronado Unified School district; Sherman H. Freeman, Vista Unified School district; C. Delmar Gray, Escondido Union High School district; John A. Montgomery, Cajon Valley Union School district; Ray G. Redding, Julian Union High School district; James H. Rush, National School district, and Jack R. Tenney, Oceanside School district.

This Personnel-Selection Committee was given the task of defining the positions which should be established on the professional staff of the county superintendent, the writing of the job-description for each such position, and the final selection and naming of the person to fill the position concerned. The committee's decisions actually are final and the persons they have selected have been appointed to the vacancies. While Dr. Carroll is now surrounded by an almost entirely new professional staff there has been only one new position created, that of Elementary Curriculum Coordinator.

This new position of Elementary Curriculum Coordinator was filled by the selection of Francis L. Drag, who comes to San Diego County directly from the position of Director of Teacher Training, Humboldt State College, Arcata, California. Mr. Drag was formerly Assistant Chief, Division of Elementary Education, California State Department of Education. David Cherry was appointed to the assistant superintendent vacancy. Mr. Cherry comes to his new position from the district superintendency of the Calipatria Union Schools. He formerly was principal of the Escondido Union Elementary School. Mr. Jens H. Hutchens was chosen for the chief deputy superintendency. His past record includes the principalships of the Escondido Union Elementary School and the Chollas School, San Diego City. The vacancy in the position of Secondary Curriculum Coordinator was filled by Dr. Clarence Fielstra who comes directly from Stanford University, where he was General Supervisor of Student Teaching. Dr. Fielstra is a University of Michigan man. At Ann Arbor he also had a position of supervising student teaching before he went to Stanford University. A position of General Supervisor was filled by the election of Dr. Robert M. Griffin, formerly General Supervisor, Kern County Schools. This position is not a new one but one open because of the retirement of the Art Supervisor a position not recreated. James H. House, formerly Technical Assistant, Visual Education Department, San Diego City Schools, was appointed to be Technical Supervisor, Visual Education Department. Another new appointment was that of Vern E. Donohue to be Assistant Supervisor of Attendance. Mr. Donohue was a teacher in the San Diego City Schools. He will assist Lauron H. Lovelace, who has



John S. Carroll

been Supervisor of Attendance and Guidance since the last war. Miss Margaret Van Voorhees, General Supervisor, Miss Lucile Ross, Supervisor of Music, and Jesse D. Knight, Director of Audio-Visual Education, together with the seven new appointments now compose the personnel of the professional staff. This professional staff of twelve is composed of ten men and two women. Masculine domination in supervision in county school work is something unusual even in California.

Another first in Dr. Carroll's new administration is the new emphasis that is being put upon the functions of the County Board of Education. Dr. Carroll has asked that there be spread upon the Minutes of the County Board of Education a statement to the effect that the County Board of Education is to be an active advisory group, especially as the problems referred to it are problems of policy. With committees to be appointed in the county to consider curriculum problems the County Board of Education is to take an active responsibility in terms of the county-wide curriculum program. The County Board of Supervisors has recognized these new emphases insofar as the County Board of Education is concerned and has granted a budget for the current fiscal year, sufficient to make possible an adequate number of meetings and the publication of course-of-study materials for the San Diego County schools. It might be said that this course in relation to the place of the County Board of Education in a county set-up is only a return to the purposes for which the county boards of education were originally constituted. Dr. Carroll has a seasoned and capable County Board of Education to work with. Its President is Martin W. Perry, district superintendent of the Escondido Union High School, who is now in his twenty-sixth year as head of his school. John H. Wilson, member of the Board, district superintendent of the Ramona Union High School, is also in his twenty-sixth year. J. Calvin Lauderbach, district superintendent of the Chula Vista elementary schools is on his twenty-first year. John S. Reid, district superintendent of the La Mesa elementary schools, has been eighteen years in the San Diego County system. And Dr. John S. Carroll, the secretary, was born in San Diego County, and was a student under Martin W. Perry at Escondido High School.

In these tumultuous days of war, with San Diego and San Diego County the center of tremendous war activity and with the tremendous increases in the county school population, Dr. Carroll and his professional staff face the problems of adequate housing, adequate staffing of schools, adequate caring for the needs of children of war plant workers, and an educational philosophy attuned to war psychoses. With San Diego and environs increasing from a population of around 250,000 in 1940 to over 400,000 civilians in 1943 the hectic problems of rapid growth are only too self-evident. With Dr. Carroll in charge, with an excellently trained educational staff, with co-operation and good will among all of the school groups, educational progress in San Diego County is something to be expected, and its progress will be well worth watching.

Western School News

Edited by MORRIS WAGNER

CURTIS E. WARREN HEADS SAN FRANCISCO SCHOOLS

Dr. Curtis E. Warren who took office as superintendent of schools in San Francisco in July has had an interesting series of advancements that have placed him at the head of the schools of one of the nation's most colorful and now most important cities.

Dr. Warren has himself had a colorful career. He has been an active participant in education in this state for twenty-seven years, starting as a teacher at the Antelope Valley Union High School in the desert town of Lancaster. In two years he left the classroom to become the school's principal. During his six years there he developed one of the most interesting rural high school set-ups in the state and received national publicity for its organization.

In 1924 he was invited to Marysville. Here he became district superintendent of schools and dean of the junior college which he organized. He remained in Marysville eight years during which time he not only organized the junior college —unique at that time in that it was the only one in the state supported by district and county jointly—but supervised the building of an approximately half-million dollar plant to be used both as high school and junior college. Anyone who visited the junior college in 1930 or 1931 can look back and remember that in a huge field behind the college buildings a glider had been constructed, and Dr. Warren would soon lead you to this field where the very sizable and substantial glider was doing a rushing business. Students were not only learning the science of aeronautics and something about the construction of aircraft, but they were learning at first hand the management of gliders, and that was twelve or fourteen years ago!

In 1932 Dr. Warren went to Burbank as city superintendent. Here he remained only two years until appointed superintendent of the Santa Barbara schools. One of the most interesting developments in Santa Barbara was the establishment of the visual aids program. Dr. Warren's educational program always had made a substantial place for visual materials as teaching aids. The materials constructed in Santa Barbara were outstanding. Of particular worth were the dioramas of Indian and Spanish life. These were historically accurate and were constructed largely by Elizabeth Mason who was also in the employ of the Southwest Museum. Photographs of many of these dioramas appear in the new state text for the fourth grade, *California,* by Irmagarde Richards.

It is also of interest that Santa Barbara at this time was one of four cities in the nation to receive the substantial sum of approximately $30,000 for experimentation and development of visual aids, a grant allotted by the American Council of Education. In addition to special work in visual aids Dr. Warren directed an intensive curriculum study program which was unique in that (1) it involved an intensive and continuous consultancy by members of the Stanford School of Education between the years 1935 and 1940, a member of the Stanford staff being in constant residence at Santa Barbara and the other resources of the University being on call; (2) Santa Barbara City and County pooled their efforts, developing the same basic curriculum pattern but retaining sufficient flexibility that application could be made in terms of the individual situation; (3) *it set up a planned program for every individual boy and girl in school;* (4) *it developed a complete statement of scope and sequence from kindergarten through the twelfth year.*

In January of 1941 Dr. Warren was called to Washington as one of six superintendents chosen to serve on the National Advisory Committee of superintendents for the National Youth Administration. He has also served on the California State Board of Education.

Dr. Warren did not drift into educational service nor enter it because it was an easy thing for him to do. As a youth he recognized education as the most worthwhile goal for himself and for his future work, and he achieved it the hard way. Son of a Methodist minister, he was born in Iowa. When his family moved to California, he entered high school in Los Angeles. His father died before he finished high school, and he had to leave school to work and contribute to the support of a mother and sister for several years. Later he was able to return to high school, graduate, and enter the University of Southern California. It was still necessary to earn not only his own way but to contribute to his family's support, and all through his years at the University he held a job in the yards of the Santa Fe Railroad from 6 P.M. to 6 A.M., going to school in the daytime and catching sleep whenever he could. He secured his A.B. from the University in 1915, and in 1940 a degree of Doctor of Education from the same institution.

Although, since entering the teaching profession, Dr. Warren has always been in the foreground in the business of managing schools, and in organizing and developing curriculum, he has never forgotten, as he said recently in his message to San Francisco teachers that: "The most important part of the educational process is what happens in the classroom. Nothing can succeed beyond the understanding of the teacher. The superintendent's responsibility, therefore, is to provide favorable conditions so that the classroom teacher can do the best job possible."

J. Calvin Lauderbach, district superintendent of the Chula Vista Union schools, is caught in the turmoil of the great influx of population that is overwhelming the communities surrounding San Diego. His enrollment is up seventy-five per cent over three years ago and twenty per cent this year over last year. The opening enrollment will be around 1600 pupils, which is expected to rise to 1800 before the semester is over. Two new buildings are being constructed, which when completed will give the district four schools. This is Mr. Lauderbach's twenty-first year as head of the Chula Vista elementary schools.

James H. Rusk is now in his second year as district superintendent of the National City elementary schools. Adjacent to San Diego, he is not expecting this year a large increase in enrollment due to the fact that for the past two years the town has been filled to capacity with no vacant housing available. With the tax rate up to the limit any further growth would raise some difficult financial problems. This year he is planning to have Dr. Peter Spencer of Claremont Colleges give a course in curriculum construction to his teachers in National City. Dr. Spencer will come to National City once every two weeks for this purpose. The teachers will take this work toward the requirements for salary increases. Half the cost of this instruction will be paid by the district and the other half by the teachers.

NEWS NOTES

Dr. J. H. Napier, Jr., former superintendent of elementary schools in Tulare, has resigned to accept a superintendency in Picayne, Mississippi. Mississippi is the native state of Dr. and Mrs. Napier. That fact, coupled with a substantial increase in salary and a larger system to supervise, lured him away from California.

J. David Laird has succeeded Dr. J. H. Napier, Jr., as superintendent of elementary schools in Tulare. Both in training and experience Mr. Laird is well qualified to direct the school system. He completed his undergraduate work in Colorado State College of Education before coming to California. However, Mr. Laird's teaching, and his administrative and supervisory experience, have all been within this state. As his ability and success were recognized, he was advanced to principalship and served in that capacity in Bakersfield for a period of nine years before becoming director of curriculum and general supervisor in Kern County. For the past two years Mr. Laird has been superintendent of schools in Delano, California.

Educationally Mr. Laird believes in progressive education, progressive spelled with a small "p." His summer bulletin to the teachers indicates his objectives to be: Reducing class enrollments; increasing teachers' salaries; modernizing instructional material and equipment (within present budget); starting a speech correction program; sponsoring a Child Care Center (for children of working mothers); expanding library facilities; providing experiences that will temper and guide the lives of children; and guiding children in the learning processes.

Dr. Carl Rich is now director of supervision and curriculum coordinator in Kern County. Dr. Rich was formerly at Menlo School and Junior College. He has recently received his Doctor's degree from Stanford. He had previously been at Aberdeen as a high school teacher.

Mr. Ed Nix is the new coordinator of secondary education in Kern County. Mr. Nix was formerly principal of the Eureka Junior High School. He graduated from Humboldt State College and received his Master's degree from Stanford.

Kern County's Language Arts Program was presented in a local broadcast recently by Miss Elcy McGovern, who is in charge of the program, in an informal discussion with Miss Glenda Liddell, Social Science supervisor in the county.

Some of the aspects of the program discussed were: What is meant by "Language Arts," the place of grammar in the Language Arts program; the importance of satisfying oral expression; the place of competition in the schoolroom; the question of why so many people suffer from stage fright; how children can be helped to overcome nervousness; how speech may be improved through satisfying speech experiences; the use of puppets in social studies; panel discussions; children as Resource Leaders; the importance of oral reading.

In speaking of the importance of satisfying oral expression Miss McGovern said: ". . . Our way of expressing ourselves in speech is the most important factor for personality development. The young man who can speak in an easy, pleasant and engaging manner is the man who makes the best impression. . . . Boys and girls who are shy or embarrassed when asked to answer a question before a group are handicapped, naturally. If they go through life without overcoming such an emotional block, they will be unable to compete with others who may be more fortunate in this regard."

Miss McGovern suggested that it might help the child suffering from stage fright to overcome his difficulty if the teacher would: refrain from criticizing the child before a group and from forcing him to try to do something he feels he can't possibly do; help the child with his speech before he is called upon so that he knows he will do a good job and will feel more secure; let him know *when* he will have to give his talk instead of calling on him without warning.

An interesting phase of the Language Arts Program, Miss McGovern explained, was the use made of puppets in helping children to gain self-confidence in expressing themselves. In dramatizing something they have read and making the puppets live, the children lose themselves in their interest and forget to be nervous.

"Resource leaders" in the classroom are students chosen by the teacher to read widely on one phase of a problem, cover the main points and organize them, and present the material to the group. Since his responsibility is to give adequate information to his group the resource leader must use notes, learn to time himself, and be able to expand or explain any statement she has made. The audience situation is good because the other children understand that they must "get" what is given, and the other students are relieved of the dull situation in which first one member of the class and then another rises to tell what everybody in the room has already read.

Oral reading has a place of importance in the Language Arts Program, Miss McGovern said, since it is quite prevalent for public speakers to read prepared speeches, and many who do this are extremely dreary. It is possible, however, for such reading to sound entirely informal and interesting.

The problem of manning the schools of the nation is a problem of great desperation in many sections of the country. In California, the relaxation of certification requirements and the permission granted for the issuance of temporary teaching certificates by county superintendents of schools have alleviated the situation as far as California is concerned. Teachers from the midwest, mountain, and southern states have come to California in great numbers. Rural teaching positions paying from $1500 up are very attractive to teachers from many of those sections where wages have ranged from sixty to ninety dollars per month. The probability is that many of these teachers, while teaching on these temporary certificates, will take summer school work in the California universities and in time secure full certification. With so many new teachers in the state many of the county superintendents have had meetings to acquaint them with California conditions.

Dr. C. C. Trillingham, superintendent of Los Angeles County schools, had a three-day Institute September 6-8 before the opening of the fall term, during which the county professional staff presented the teaching problems pertinent to California and the Los Angeles County set-up. With 350 new teachers in attendance the record showed they came from twenty-five outside states. In Tulare County Superintendent Theo R. Nickel followed a different plan. His supervisory staff under Fred L. Trott, director of curriculum and general supervisor, gave a fifty-hour course to the new teachers, candidates for the emergency credentials, and some thirty-five teachers received the emergency credential for one year after taking this course. In Tulare County thirty-five emergency credentials total about ten per cent of the number of teachers employed in the county.

NEW ADMINISTRATIVE ASSISTANTS IN OAKLAND

Two new administrative assistants to the superintendent have been appointed in the Oakland public schools. Dr. Bernice Baxter and Mr. J. A.

Bernice Baxter

Hensley have been named by Superintendent William R. Odell to assist with instruction and administration.

Dr. Baxter for the past several years has served as Coordinator of Instruc-

J. A. Hensley

tion. Previous to this responsibility Dr. Baxter held positions of teacher, counselor, elementary school principal, and high school vice-principal in the Oakland public schools.

In 1935 Dr. Baxter, who had been a teaching fellow in the graduate school of Yale University, was granted a Ph. D. from that institution. While in New Haven Dr. Baxter taught in the New Haven Normal School. She has also been on the summer session faculties of San Francisco State College, University of California, and Mills College.

Dr. Baxter is the author of *Teacher-Pupil Relationships,* which was published by Macmillan Company in 1941; co-author with Forrest Michell, principal of Lakeview School, of *How to Study California,* a child's directed study guide which accompanies the state text *California,* written by Irmagarde Richards and published by the Harr Wagner Publishing Company, and co-author with Dr. Rosalind Cassidy, Convenor of Mills College School of Education and Community Services, of a volume in process of publication by Harper and Brothers entitled *Group Experience, the Democratic Way.*

Mr. James A. Hensley has also served in the Oakland public schools for a number of years. Mr. Hensley is a graduate of Kansas State Teachers College and holds an M. A. degree from the University of Kansas. He has taken graduate work at the University of California, the University of Colorado and the University of Washington.

Mr. Hensley served as teacher and principal in the schools of Kansas and in Tulare County, California, and was a member of the County Board of Education both in Kansas and California prior to his service with the Oakland public schools.

Vice-principal of Fremont and Castlemont high schools, and principal for a number of years of Lowell Junior High School and McClymonds High School, Oakland, Mr. Hensley is well qualified in school administration.

Mr. Hensley was president of the Oakland Principals' Club last year and has been active in the improvement of secondary school education.

* * *

Sherman H. Freeman, district superintendent of the Vista Unified School District, has during his incumbency in the past decade seen his school system make the greatest growth of any system in northern San Diego County. With the building of Warner's Dam at the headwaters of the San Luis Rey River and the securing of water for irrigation on the hills surrounding Vista, the community has become a great avocado and citrus section. And of late with people seeking homes in the country, northern San Diego County is experiencing a boom. In Vista they find modern school buildings and an excellent educational program under Mr. Freeman's guidance, for he came to Vista on the opening of the new high school plant. Elementary supervision is in the hands of Miss Marie Dickson, one of the most outstanding educators San Diego County has ever produced. The Vista elementary school pupils under her leadership receive a thorough sound education. Mr. Freeman is also President of the Association of San Diego County Secondary School Administrators.

* * *

Fred A. Boyer, assistant district superintendent of the Coronado Unified School District, has retired to his ranch at Escondido after 36 years in education and the Coronado Board of Education has elected Max L. Forney, vice-principal of the Coronado elementary school, to fill the vacancy. Mr. Forney took over at the beginning of this school year and is now awaiting notice to be called into the Navy. Mr. Forney will carry on until he is inducted, and during his leave of absence, the position will be filled by the vice-principal.

* * *

The Education Gazette, New South Wales, has throughout the war somehow managed to get through the mails regularly to editorial desks in the United States. Now the magazine contains a brief note which as well as any other indicator shows the turn of the tide in the South Pacific war: "Pictures removed from school walls owing to the possibility of emergency conditions should now be rehung."

Policies and Practices in the Improvement of Reading

(Reprinted from the *Elementary English Review*)

EDITED BY
John J. DeBoer

THE CONTRIBUTORS
Emmett A. Betts William S. Gray
Arthur I. Gates Ernest Horn
Holland Roberts
Lou LaBrant
Dora V. Smith
Nila Banton Smith
E. W. Dolch Bernice E. Leary
Paul Witty A. Sterl Artley

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THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH
211 West 68th Street, Chicago, Illinois

OAKLAND TEACHER'S FIRST PUBLISHED STORY

Many stories about Eskimos have been written for children, but rarely has there been one with the charm and humor of *Captain Joe and the Eskimo,* the first published story by Veotta McKinley Adams, who teaches in the Oakland, California, schools. Mrs. Adams' story, coupled with the delightful drawings by Barney Tobey, has an appeal for both children and adults. Adults will chuckle at the neat structure of the story, its economy of expression, and its anticlimactic ending. A child's reaction to the story, on the other hand, will probably be, first, piqued curiosity at the apparent strangeness of the Eskimo's behavior when he refuses to be rescued from

Veotta McKinley Adams

In this photograph Mrs. Adams is wearing a parka of reindeer skin and wolverine fur made by a King Island Eskimo. Such modern parkas are made in the schools. This one has a zipper down the front and is lined with rayon.

an ice floe by Captain Joe, and second, a new understanding of the different ways of doing things in different parts of the world. For this story is a real learning experience for children, in addition to being good reading.

One boy's reaction to the story was, "That Eskimo is dumb," but another more perceptive child said, "That Eskimo is *not* dumb. He just thinks different . . . . That Eskimo lives way up North. He doesn't have to know the same things we know." In the discussion that followed many of the children were to learn that different ways of doing things can be equally good ways. And they were to gain a sympathetic respect for the people of a land that was strange to them.

The background for Mrs. Adams' story was obtained when she accompanied her doctor husband to Alaska where he was sent as a government physician with the Department of the Interior. The government freighter Mrs. Adams traveled on, the *Boxer,* carried school supplies to the schools conducted by the government for the Indians and Eskimos. The sailors called the *Boxer* the "Eskimo Ferry." In the spring the Eskimos would get into their skin boats and row from the northern islands to Nome and the mainland tourist points in order to sell the trinkets they had carved during the winter. Then, in the fall, the *Boxer* would stop at Nome and load the Eskimo families, with their boats and belongings, and ferry them back home on its last trip before returning to Seattle for the winter. The ice and currents in October made it more difficult for the Eskimos to return home, so the *Boxer* came to their aid. The captain of the freighter never tired of telling tales of the north, and Mrs. Adams says that he is perhaps the real "Captain Joe" of her story.

Mrs. Adams is a graduate of the Los Angeles Polytechnic High School and the University of California at Los Angeles. She is continuing graduate work at the University of California at Berkeley.

Mrs. Adams began her teaching in the Oakland schools when Willard E. Givens, secretary of the National Education Association, was superintendent of the Oakland schools. She returned to Oakland to teach when the war began and her husband was sent to Australia as a flight surgeon. From Australia he was sent to Java, and after the battle of Java, he was given the Silver Star in commendation of his care of the wounded under fire. Mrs. Adams has two children of her own, George Junior, nine years old, and John, four years old, who have been her severest critics.

Dr. Robert Miller, director of the California Academy of Sciences, Golden Gate Park, San Francisco, announces that visitors to Simson African Hall at the Academy may now join a free conducted tour of the twenty-four life-size dioramas of African wildlife every afternoon at 2:30. Mr. Frank Tose, Chief of Exhibits at the Academy, and nationally known authority on dioramic art, created the twenty-four realistic African scenes shown in Simson African Hall, after a trip to Africa gathering background material for the Simson collection of wild animals. Tours for schools and special groups should be arranged for in advance.

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CALIFORNIA'S ELEMENTARY SUPERVISORS CONFER AT U. C. L. A.

By Minnie D. Bean

When any group of honest, earnest people gather for serious consideration of the important problems of education which we now face, and which will loom even larger in the post-war period, we feel that democracy in its truest sense is, because of these deliberations, just one measure more sure of survival. This was the purpose of the Conference on Elementary Education Supervision held during the University of California at Los Angeles Summer Session, July 19-August 6, to find ways of doing a little better the job of developing human beings able and eager to carry the torch of democracy.

The Conference was under the leadership of Helen Heffernan, Chief of the Division of Elementary Education, State Department of Education, Corinne Seeds, Director, University Elementary School, and Sybil Richardson, Counselor of the University School.

Centered about the University Elementary School, as it is, the conference is basically a correct learning situation for teachers and supervisors, just as an excursion to an airport or a dairy is a realistic learning situation for children. Its values are much greater than merely talking philosophy of education, educational psychology, theories of child development and behavior. It is actually seeing teacher guidance of child growth; it is seeing young teachers learning how to teach by doing it; it is seeing experienced teachers learning how to teach in a better way, and supervisors learning to do a better job of teacher guidance. It is critically evaluating what one observes in terms of the best information we have regarding child development. In short it is at least approaching the ideal of pre-service and in-service teacher education.

The setting for the conference is quite ideal in that there is ample room for children's activities and all of the space is usable and used. There is nothing artificial about the total physical conditions, size of classes, individual differences among children, "problem children" present, that are any different from what one might expect to find in any urban or rural school. The teachers, too, ranged from the most expert, experienced ones to those who were doing their first student teaching. The problems which developed were quite the same as those which appear in the ordinary public school.

The Conference this year, as always, exemplified this realistic type of learning situation. It was completely democratic in its organization. This was as true among the children in the classrooms as among members of the Conference group. The dominant note in the many activities of the Conference was the need for living the democratic life in every phase of the educational process. The effort to achieve this was apparent in the relationships between children and teachers, from the youngest through to the oldest groups. It was in the relationships among the children of the various age groups at work and at play. It was present in the staff membership and among members of the Conference. Teachers, students, supervisors, directors, all participated on the same basis with one purpose, that is, the promotion of the democratic way of life in the here-and-now with thinking projected into the post-war period on a world-wide basis.

Planning was not only the responsibility of the teacher. Even the youngest children participated in the plans for the day's work, helped to make decisions, and assumed responsibility for putting the plan into practice.

The elements of leadership were considered and practiced, not only by those participating in the Conference, but children were encouraged to exercise leadership and assume responsibility in all of their activities.

Perhaps the most important over-all purpose of the school was its effort toward the complete development of each child. Important as the acquisition of knowledges and skills was—and observers were impressed with the breadth of knowledge achieved, the thoughtful reasoning, the deep thinking which appeared from time to time—the development of the child's personality came in for major consideration. Every effort was made to give him a feeling of security and self confidence, to develop his sense of responsibility. He was encouraged to live freely, fully, and happily without forgetting his responsibility to himself and to the group.

There were six workshops, each considering an important area in elementary education:

"The Understanding of World Cultures Through Music"—Leader, Lillian Fox Mohr, Supervisor, Elementary Music Education, Pasadena City Schools; "The Guidance of Experiences in Oral and Written Expression"—Leader, Bernard Lonsdale, Coordinator and Field Assistant, Los Angeles County Schools; "Analysis of the Behavior Problems of Children"—Leader, Sybil Richardson, Counselor, University Elementary School, University of California at Los Angeles; "Reading for the Extension of Experience"—Leader, John A. Hockett, Associate Professor of Education, University of California at Los Angeles; "The Pre-Service and In-Service Supervision of Beginning Teachers"—Leader, Corinne Seeds, Principal, University Elementary School, University of California at Los Angeles; and "Changing Emphases in the Elementary School Curriculum for the Post-war World"—Leader, Helen Heffernan, Chief, Division of Elementary Education, State Department of Education.

Robert Reinhard, recently appointed Physical Education Instructor for Alameda County schools, has resigned to become Assistant Superintendent of Schools in the city of Santa Ana. During his brief service in Alameda County Mr. Reinhard organized a fine program of physical education for the county schools, and his work was thoroughly appreciated by both pupils and teachers. Following Mr. Reinhard's resignation Guy R. Householder has been appointed Director of Physical Education and Attendance Supervisor for the schools of Alameda County. Mr. Householder brings a broad background of experience to his work in Alameda. He has been a teacher, an administrator, a coach for football and track, and a supervisor of attendance. His graduate work has been done at Fresno State College and the University of California. His experience, fine training, and abundant health fit him most admirably for the work he has undertaken.

Library News

Edited by MABEL R. GILLIS, State Librarian

FALL ROUND-UP

The summer has seen many changes in libraries throughout California. Cornelia Provines, who has been the librarian of Sacramento County Library since its beginning twenty-two years ago, retired, and her successor, Albert C. Lake, formerly librarian of Trinity County, took office on August 1. Miss Provines has gone to the Nevada Historical Society with headquarters at Reno where she will be cataloger of the historical collection.

Edith Gantt, who formerly served in California as librarian of Plumas County and then of Solano County, has returned to the State and is now librarian of the Modoc County Library. Miss Gantt is happy to return to this State where she was prominent in the county library field. She has recently had experience in the Library Division of the Office of Education in Washington, D. C., and in library organizing in Missouri.

Mrs. Frances Burns Linn, librarian of the Santa Barbara Public Library for many years, resigned July 1 due to an illness which has continued for some months. Dr. Mackenzie Brown, who has been serving as acting librarian, was appointed to succeed Mrs. Linn.

Eugene C. McKnight, librarian of the Alhambra Public Library, has been granted a year's leave of absence to work with Xenophon P. Smith as Assistant Chief, Library Section, Special Service Branch, Personnel Division, 9th Service Command, Fort Douglas, Utah.

Henry A. Kendal, librarian of the Eureka Public Library since December, 1911, has resigned. He will be succeeded by the assistant librarian, Mrs. Helen Bartlett Murie.

An examination to qualify persons for the position of county librarian was held in Los Angeles in June. Three applicants passed the test and were granted certificates: Mary E. Binford, Orange County Library; Mildred Burch, Ventura County Library, and Maryan E. Reynolds, Kern County Library.

Some State Library Acquisitions

The State Library has on exhibit selections from the gifts of Mrs. Frona Eunice Waite Colburn, formerly of California but now residing in Washington, D. C. Mrs. Colburn's gifts include examples of fine printing as shown in books, broadsides and brochures. Among the books are those of our own famous California printers such as Dr. John Henry Nash and the Grabhorns of San Francisco. Many of the books are personally inscribed to Mrs. Colburn.

Mrs. Colburn was born in Woodland but she spent most of her life in San Francisco. She was a reporter on San Francisco newspapers and wrote for years for the *Overland Monthly*. She will also be remembered as the organizer and manager of the Book Fairs held successfully in San Francisco for several years. The scope of the Book Fairs included fine bindings, bookplates, illustrations, et cetera. Special features were the beautiful broadsides, done by master printers, where classical utterances of all ages were reproduced for the mere love of fine printing. The articles shown at the Book Fairs were loaned by printers and private collectors and nothing was for sale.

Although the Colburn collection in the State Library is extensive at present other items still in Mrs. Colburn's possession will be added later. The current exhibition is being held in honor of Mrs. Colburn's 84th birthday.

A bill introduced by Assemblyman Franklin J. Potter of Los Angeles at the Legislative session of 1943 provided for the purchase of the files of the early newspaper *The American Flag* for the State Library. This bill passed both houses of the Legislature and became a law through the signature of Governor Earl Warren. The files have now been purchased and are in the State Library collection of California newspapers.

The American Flag was founded by Daniel O. McCarthy in Sonora in 1861 and continued there and later in San

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Francisco until 1867. The paper strongly supported the Union during the Civil War. In addition to the campaign which Mr. McCarthy waged in behalf of the Union in a decidedly antagonistic community, he also gave in his paper a vivid picture of the mining camps of the period. The volumes purchased are an invaluable addition to the historical material in the California Room of the State Library.

There are comparatively few copies of the paper in existence. The State Library file covers the entire period from 1861 to 1867. It was owned by Miss Mary Barry McCarthy, the daughter of the owner and publisher.

Another bill provided further funds for a State Library acquisition. This bill introduced by Assemblyman Julian Beck of San Fernando appropriated money for the microfilming of the United States Census records for California for the years 1850 to 1880 inclusive. Negotiations are now being made for the purchase of these microfilms.

Victory Book Campaign

Efforts were continued by librarians and their co-workers to collect books for the men in the armed forces during the summer months. Since January 1 of this year California has collected 259,345 books. The demands have been very heavy, especially for books to go overseas. In strictly alphabetical order here are a few of the destinations of thousands of books that have gone out of this country: Africa, Alaska, Australia, England, the Fiji Islands, Guatemala, Hawaii, Iceland, India, Ireland, Near East, Panama, all points in the South Seas, and unknown destinations. (Military Secrets.) VBC books are on every sea. Within our own borders, the Army, Navy, Marines, Coast Guard, WACS and WAVES are receiving books. Many volumes go to the Merchant Marine and to such units as Army Gunnery Schools, Coast Artillery, Military Police Training Centers, Quartermaster Schools, Flying Training Detachments, Naval Net Depots and Torpedo Stations, Seamen's Clubs. Our war prisoners, war correspondents, Ski Troops, K-9 (war dogs) and other specialized groups are given attention.

Libraries all over the state will accept with enthusiasm books donated for our men and women in service. It is hoped that everyone will remember that this is a continuing campaign. Mabel R. Gillis, State Librarian, is State Director for the Victory Book Campaign, and will be glad to answer any inquiries concerning it.

Librarians, Recruit!

By Mrs. Harriet S. Davids,

Librarian of Kings County Free Library, and Chairman of the Public Relations Committee of the California Library Assn.

From newspapers, magazines, and radio come appeals for doctors, teachers, nurses; and now, a new scarcity has appeared. There is a shortage of librarians.

Attendance at library schools is now small, boding ill for the future. Even now, as patriotic librarians heed the call for army and navy librarians, or join the WAVES or WACS or other branches of the service, or marry into it, the difficulty of replacing them grows day by day. What can be done about it?

To assure the future of the profession, it is vitally important that promising young people be encouraged to train for library service. College, university, and high school librarians can be of great help to their profession if they suggest to individual students that library work might be attractive. In cities and towns, librarians can keep a watchful eye for local young people, to whom a word spoken by a librarian friend may prove a turning-point in life. Let these potential librarians learn what library work really is, what ideals it upholds, what rewards it offers, what opportunities it holds for those who elect to follow it. Though lately there has been a general rise in salary levels, which must continue if young college men and women are to be attracted to the profession, librarianship cannot yet compete with either the salaries or the glamor of active war work. But as a life profession, it has its own great and unique rewards.

Librarians, now is the time to come to the aid of your profession — be recruiters!

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Book Reviews

From Ginn and Company

Occupations Today by Brewer and Landy. Price, $1.64. The war and the period to follow the war now make training in occupational knowledge and wisdom indispensable. This up-to-date publication describes various occupations in military services for men and women and the changes in civilian occupations resulting from the war. It makes use of the latest available statistics and indicates new and fast-growing fields such as aviation, including the findings of the U. S. Employment Service. The occupations analyzed in detail account for more than ninety-six per cent of all men workers and more than ninety-eight per cent of all women workers. This book will help teachers to guide students through the thinking and information necessary for the development of sound, critical judgment so essential to a well-adjusted occupational life. It will enable the student to see the future occupational values in school studies and how home, school, and community may be used as job laboratories for testing out his abilities and interests. It is a guide to the future in that it presents the most likely picture of occupational patterns after the war.

From the Macmillan Company

Actual Business English by P. H. Deffendall. Price, $1.84. This book has one function to perform—to train students to use effective English in business. It does not attempt to provide a study of literary English. Units I-IV provide a review of essential principles of grammar, spelling, and punctuation. Units V-X provide training in those principles of English composition which are related directly to business. Each principle is fully explained, then thoroughly illustrated by examples, and, finally, permanently fixed by numerous exercises. One hundred seven pages are given to business letters. Training is given in writing the following types of letters: inquiries and answers, requests, credit, application, sales, orders and acknowledgments, adjustment, collection, and follow-up. Other important features are the treatment of advertising, note-taking, and business reports, and the qualities of a good sales letter.

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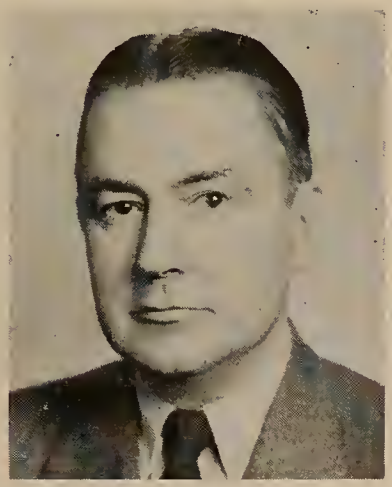

R. Bruce Walter

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October, 1943

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Jottings of a Traveling Bookman

By W. M. CULP

One of the greatest problems of modern education is the administration of large systems, whether it be that of children of one great city or that of large populated counties made up of numerous cities, or that of state systems. To Dr. C. C. Trillingham, Superintendent of Los Angeles County Schools, has come the privilege of reorganizing the administration of his county school department until it is more in line with the best accepted practice of large private businesses. The principle of streamlined authority, of delegated responsibility, of definite areas of department control with overlapping powers eliminated, is the essence of Dr. Trillingham's new reorganization of the Los Angeles County Schools.

This reorganization is not one of just the moment. It is one that has been due for some time, and Dr. Trillingham has had some nine years in the Los Angeles County School Department in which to become acquainted with the organization of the county system, since he came in on January 9, 1934, as Director of Secondary Curriculum. Then, upon his appointment as County Superintendent July 21, 1942, he had the first opportunity to start a reorganization program.

The problem confronting Dr. Trillingham was that of a huge county school department, the largest in the western part of the United States, if not in the whole country, that had grown up from pioneer days with the addition of assistant superintendencies and of departments that had central correlation in only the county superintendent of schools. With 141 school districts and over 800 schools, between eighteen and nineteen thousand teachers, over nine hundred thousand pupils, and some one hundred persons in the head office staff, it had become a physical impossibility for any one man to carry such a load adequately. Consequently, there has followed a reorganization into three main departments of Education, Special Assignments, and Business and Finance, in charge of a Chief Deputy Superintendent and two Assistant Superintendents, with all other departmental activities of the county office heading into these three departments and with the County Superintendent of Schools at the apex of this triangle. This arrangement now permits Dr. Trillingham to devote half time to the Directorship of the Citizen Service Corps for Los Angeles County.

In such a delegation of authority the proper functioning of such a system lies primarily upon the strength of the men or women chosen to carry out the assignments. The Los Angeles County Charter provides that all personnel of the Los Angeles County School Department from the County Superintendent of Schools down be under Civil Service. This has resulted in the choice within the past two years, from the Los Angeles County school executives, of Mr. R. Bruce Walter to the position of Chief Deputy Superintendent of Schools, Mr. C. C. Carpenter to the office of Assistant Superintendent of Schools in charge of Special Assignments, and that of Dr. D. Lloyd Nelson to the position of Assistant Superintendent in charge of Business and Finance.

The great strength of these three assistants lies in the fact that they are all men who have administered in the county schools for years. They know the problems of the county and city schools. They know the personnel of the county schools, and they are all alive to the educational questions of the day from the viewpoint of the practical school executive and that of the college classroom, as they all have been closely identified with university educational theories during the past several years.

It is significant that in his reorganization Dr. Trillingham placed Education in the office of the Chief Deputy as first in command after the office of county superintendent. Dr. Trillingham believes that the education of the youth of the county is the first consideration of the county school department and that all decisions should be judged as to how they vitally affect the education of the child. Thus, in the allotment of monies for the support of the county school department, Dr. Trillingham has portioned all State school monies to the support of the purely educational functions of the department, while the county supports all of the other functions.

Mr. R. Bruce Walter first entered the county school department in July, 1939, leaving the position of Superintendent of the San Gabriel, California, schools. His first duties were in the field of Business and Special Assignments and that of Teacher Placement. In October, 1942, he was raised to the position of Chief Deputy County Superintendent in charge of Education and the Instructional Program. Mr. Walter is a native of Pennsylvania and a graduate of a State Normal School there. He has both an A.B. and M.A. from the University of Southern California and is far towards a Doctor of Education degree at the same institution. His educational experience includes that of rural teacher, high school teacher, and elementary principal before coming to California from Pennsylvania in 1922. From 1922 to 1930 Mr. Walter was Superintendent of the Arcadia, California, schools and from 1930, until his leaving for county office work in 1939, he was Superintendent of the San Gabriel, California, schools. Mr. Walter is known as one of the most serious students of education in Southern California, and his assignment by Dr. Trillingham to head up the Instructional Program of the Los Angeles County Schools portends the continuation of the Los Angeles County

Schools to a place high in the educational progress of the country.

In Mr. C. C. Carpenter, Assistant Superintendent in charge of Special Assignments, Dr. Trillingham has an educator well prepared for the diverse assignments which come to the position. Mr. Carpenter is a native son, and a son of a native son, having been born in Tulare, California, where he graduated from high school and had his first teaching experience. A graduate of Fresno Normal, he later received his Bachelor's Degree from Fresno State Teachers College. In 1936 he received his Master's Degree from the University of Southern California. Mr. Carpenter served in the American Expeditionary Forces in France in 1918. In addition to four years as a teacher and principal he has served as District Superintendent of the Azusa City Schools, the Paso Robles Union High and Union Elementary Schools, and the Downey Union Junior-Senior High School, before being appointed to his present position in October of 1942.

The position of Assistant Superintendent in charge of Business and Finance was filled this last March by the appointment of Dr. D. Lloyd Nelson. Dr. Nelson is a native of Texas, a graduate of Abilene Christian College, with an M.A. degree from Stanford University, and a Doctor's Degree in Education from the University of Southern California in June of 1942. His teaching experience has all been in California schools and in Los Angeles County. At Arcadia, in the First Avenue School, he served two years as teacher, one year as vice-principal, and three years as principal. From Arcadia he went to the superintendency of the Temple District School for a period of five years, where he was instrumental in the construction of one of the most outstanding rural school plants in California. After receiving his Doctor's degree Dr. Nelson accepted a position with the Los Angeles City Schools as Assistant Director of Operations, where, before he accepted his present position, he became acquainted with the school business operations of a large city.

Dr. Nelson is co-author with Homer F. Aker and Vanza Neilsen Aker of the Old World background text, *Yesterday, the Foundation of Today*, published by the Harr Wagner Publishing Company. This book is a state-adopted history text for the sixth year in California, and is listed and used extensively throughout the United States.

A rapid overview of the assignments Dr. Trillingham has made to his Chief Deputy and to his two Assistant Superintendents gives a picture of the streamlining of the county organization. Under Mr. R. Bruce Walter in charge of Education are such functions as those dealing with the personnel in charge of the elementary curriculum, the secondary curriculum, field assistants, child welfare and attendance, research and guidance, audio-visual education, health coordination, elementary course-of-study preparation, official school visitation, teachers' institute, teacher placement, policies regarding diplomas of graduation from elementary schools, and co-operation with the county library. Mr. C. C. Carpenter, in charge of Special Assignments, considers such matters as that of emergency schools, boundary changes, combining school districts into union districts, custodian institute, editing of superintendent's monthly bulletin, general building problems, legislation, master schedule for bulletins, sabbatical leaves, sale or lease of real property of school districts, school board appointments, problems and investigations, school building plans, school elections, special war activities, textbook requisitions, transportation problems, war training programs, and trustees' association and the association's annual convention.

Dr. D. Lloyd Nelson, in charge of Business and Finance, has consideration of such things as administrative advice to school districts and keeping files of the legal opinions furnished by county counsel, bookkeeping in the office of the county superintendent of schools, budgets, business and administrative research, certification, distribution of incoming mail, filling of civil service vacancies, arranging temporary workers, etc., investigation of, and reports on, equalization and emergency aid to districts from unappropriated funds, issuance of diplomas to elementary schools, junior college tuition claims, maintenance of records regarding employees of the office of the county superintendent of schools, maintenance of the department's financial records, official school visitation, ordering of warrant forms and their distribution to school districts, preparation of payrolls for employees of the office of the county superintendent of schools, various reports to the state department of education and the board of supervisors, monthly attendance and "October" reports, requisitions, purchase orders, and voucher procedures, retirement, school elections, standard school supply list, transportation business matters only, and warrants and accounts.

In this new reorganization the Division of Elementary Education under Mrs. Lorraine Sherer, director, becomes a department under the Chief Deputy in charge of Education and functions along with the other departments dealing strictly with educational problems. Mrs. Sherer will now devote her time exclusively to the organization of the county school curriculum. Putting the curriculum into operation will now be the duty of Mrs. Howardine Hoffman, curriculum co-ordinator, who will have charge of all of the work of the field assistants in the county schools. Mrs. Sherer, this late fall, is expecting to have printed the new county course of study. This will be the first time in the last fifteen years that the entire course has come out in one volume. Previous outputs had been primary, intermediate, and grammar school courses coming out at intervals with recurrent revisions. This new course of study is organized by subject matter in blocks of three grades, so that the teacher can see the objectives of the grade before and after her grade.

One prime factor in making the reorganization of the Los Angeles County Schools a success is the co-operation Dr. Trillingham has had from the County Board of Supervisors. Some two years ago the Supervisors purchased a fine office building located at 808 North Spring Street, Los Angeles. This past summer they have spent nearly $20,000 remodeling three floors of that structure to fit the definite needs of the county school employees. The fifth floor of the building is arranged to house the administrative suites with offices for the county superintendent and his first three aides, the county board of education, and other school departments.

Thus, Dr. Trillingham at the beginning of the second year of his administration, has completed the reorganization of the county office, begun the restatement of course-of-study aims, obtained adequately arranged quarters in which to operate, and thought through long-range plans for the educational advancement of the Los Angeles county schools.

Western School News

Edited by MORRIS WAGNER

ANNUAL CONFERENCE OF SCHOOL SUPERINTENDENTS

The Annual Conference of California City, County, and District Superintendents called by Superintendent of Public Instruction Dr. Walter F. Dexter in San Francisco, October 5, 6 and 7, was distinctly a working convention called in this second war year of the Second World War. An outstanding feature was that practically every superintendent qualified to attend put in an appearance at the various general sessions and workshops scheduled. Dr. Dexter and W. K. Cobb, County Superintendent of Schools, Ventura County, and President of the Association of California Public School Superintendents, had scheduled subjects for discussion that naturally tied in to the problem of total co-operation of school and government in the winning of this total war. At this conference was held the first meeting of the State Educational Council in collaboration with the state school administrators. This State Educational Council, composed as it is of representatives of all educational agencies in the state of every category, is starting to function as the clearing house for all educational ideas, and it is hoped it will funnel co-ordinated educational activity to the proper levels for achievement.

An innovation in having the First General Session an evening meeting on the first day of the conference went off with proper eclat. With President Cobb presiding, and Vierling Kersey, Superintendent of Los Angeles City Schools and only living Ex-Superintendent of Public Instruction in California, called from the floor to take a place on the platform, the meeting was on. Dr. Curtis Warren gave a gracious welcome for both Mayor Angelo J. Rossi and for himself as Superintendent of San Francisco Schools.

The main address given by Dr. Walter F. Dexter was a forceful presentation of his philosophy of education. Dr. Dexter believes that education, the largest business of the Commonwealth of California, should be for the interests of the children of the state and not a tool for the impressing of any one set of ideas of any one group upon the total pupil enrollment. He believes that since every child is constituted differently it is the problem of the teacher to develop that child to the utmost of the child's ability. Dr. Dexter wants no rigid course of study to be enforced upon every student in the state. He does believe in the teaching of the tool subjects, reading, and writing, and arithmetic so that they are tools in the hands of the child in becoming an educated individual and a useful citizen. Dr. Dexter gave a very vivid description of his own struggle for an education, and it is the sternness of this struggle that vouches for his faith in public education of children of the whole state, and not for any one distinct class in our civilization. Dr. Dexter made a stalwart defense of recent textbook adoptions and called upon anyone to prove that they were not made with the best interests of the children of the State of California at heart.

W. K. COBB
President of
A. C. P. S. S.,
1942-43

ROY E. SIMPSON
Newly Elected
President of the
A. C. P. S. S.

Mr. Simpson serves as superintendent of the South Pasadena-San Marino High School District and the South Pasadena City School District. He was elected to succeed George Bush, deceased, in July, 1940. He began his public school work in California as a teacher in the Anderson Union High School, and following service in the Army during World War I, became principal of that high school.

In 1927, he was principal of the Emerson Junior High School and Pomona Evening High School in Pomona, leaving there in 1933 to become district superintendent of the Gilroy Elementary and High School Districts. He was elected city superintendent of the Santa Cruz Schools in 1937, and remained there until called to his present position.

He has served on many professional committees throughout the state and holds memberships in Phi Delta Kappa, National Education Association, American Association of School Administrators, and California Teachers Association. At present he is a member of the State Council of Education of the California Teachers Association and of the Executive Committee of the Southern Section, California Teachers Association.

He did his graduate work at Claremont Colleges, Claremont, where he received his M. A. degree. He has studied at the University of California, Berkeley, Armstrong College and Pomona College.

At the end of this session President Cobb called Senator George Biggar of Covelo, Chairman of the Legislature Educational Investigating Committee, from the floor to the platform and asked him to make a few remarks. Senator Biggar said they were all agreed that the education of the youth of the land was the first duty of the State and he said it was the purpose of the Senate Investigating Committee to see if that was being accomplished. He commented that the confusion of School Law was something they were all acquainted with and was something that needed remedying badly.

At the second General Session Walter L. Bachrodt, Superintendent of Schools, San Jose, presided. Addresses were made by Robert W. Kenny, Attorney General for the State of California, and Ray W. Hays, Adjutant General for the State of California. Attorney General Kenny discussed problems of law enforcement and problems of demobilization. General Hays discussed the operation of high school cadet corps. He felt that in many sections school administrators were not co-operating in setting up cadet corps. The State Law is such that if a certain number of male students ask for the corps it is mandatory. General Hays believes, since the end of the war is not in sight, it is sound policy that high school youths receive pre-induction training to get them used to army life. He feels that such training will alleviate the shock felt by many during the first induction period training. The sensation of this meeting was having it concluded by 11 a. m., giving the superintendents attending an extra hour for lobby conversation. Superintendent Bachrodt is one superintendent in California who gets his meetings finished on schedule or before.

The provision for workshops was one of the features of this 1943 superintendents' convention. The seven scheduled were as follows: I. Effective Organization for Curriculum Development, Chairman, Arthur Gould, Deputy Superintendent, Los Angeles City Schools; II. Recent Developments for a More Effec-

tive School Administration, Chairman, Will Crawford, City Superintendent of Schools, San Diego; III. Effective Programs for Delinquency Prevention, Chairman, Ira C. Landis, City Superintendent of Schools, Riverside; IV. Problems Relating to the War, Chairman, Vaughn D. Seidel, County Superintendent of Schools, Alameda County; V. Growth Characteristics of the Learner, Chairman, William Odell, City Superintendent of Schools, Oakland; VI. Changes in the Curriculum for a Post-War World, Chairman, Willard S. Ford, City Superintendent of Schools, Glendale; VII. Post-War Technological Education, Chairman, J. R. Overturf, Superintendent of Schools, Sacramento.

NEWS NOTES

The population of Napa, California, has doubled during the past two years. Miss Irene Snow, District Superintendent of the elementary schools, has one overflow school in which she herself acts as supervisory principal. The secondary system, a union district, comprising a junior, senior, and junior college set-up under Superintendent H. M. McPherson, is also overcrowded. Half-day sessions are in operation. The senior high school attends school at the high school plant in the morning and the junior high school in the afternoon. The high school plant was built to accommodate 650 pupils. Loren Critser, principal of the junior high school, now has an enrollment of 850 students and more to come. The problem is where to place them.

Alvin H. Kuster, who has been principal of the Middletown Union School, Middletown, California, this summer was appointed District Superintendent of the Calistoga Elementary School, a fine institution in beautiful Napa Valley.

There have been some tall production records of Victory Gardens throughout the United States, but Mr. Roy Good, Superintendent of the Willits city schools, has one of the best records to date. The agriculture class of the Willits High School planted some 20 acres of potatoes. They are harvesting some 1200 sacks of potatoes.

George L. Locey, Superintendent of the Sebastopol grammar schools, was granted a leave of absence for the armed services and war work.

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C. Delmar Gray, district superintendent of the Escondido elementary schools, this past summer gave a course on the Elementary Aspects of a Hemispheric Solidarity Program in the Claremont Colleges Summer Session. At the same time he also took work in the same institution on the Economic Phases of Hemispheric Solidarity.

From the office of Clarence W. Edwards, Superintendent of Schools, Fresno County, Fresno, California, comes the *High Schools Co-ordinator,* issued semi-monthly by Louis P. Linn, Fresno County High School Co-ordinator. This mimeographed publication gives a calendar of forthcoming events, editorial comments, and news notes on high school events and personnel of the county's high schools.

J. F. Prestwood, Superintendent of the Sonoma Elementary School, now in his fourth decade of teaching, is back on the job after recovering from a heart attack of last spring. He is one of the educational philosophers of the Sonoma County Schools.

G. D. Winters, principal of the Geyserville grammar school, up in the resort section of Sonoma County, California, does not have much worry about getting over a Language Usage Program. He is using an oral language drill book titled *Spoken Drills and Tests in English.* For some years he has divided his class in half, and he has had a contest using this book in basic oral drill. The side that wins gives a party to the other side at the end of the year. Competition is keen, each side being constantly on guard to warn anyone on their side if they have made use of a wrong construction. With such incentive language usage errors rapidly lessen.

The National Geographic Society, of Washington, D. C., announces that publication of its illustrated Geographic School Bulletins for teachers will be resumed October 4. Teachers will be glad to learn that this excellent material, with its splendid photographs, is once more available at the low cost of twenty-five cents to cover mailing cost. Bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year.

NEWS NOTES (Continued)

The School Library Association of California, northern section, and the Association of Children's Librarians of northern and central California joined in a Book Brunch on Sunday, October 31, at 10:30 A. M. at Hotel Whitcomb in San Francisco, to honor Mrs. Beatrice Warde, guest speaker.

Mrs. Warde is well known to the people of England for her writing under the pseudonym of Paul Beaujon, and also as publicity director for Monotype Corporation, Ltd., of London.

To us in America she is better known for her work with "Books Across the Sea," an organization which endeavors to strengthen Anglo-American relations by bringing books about England to American readers, and vice-versa. Mrs. Warde's mother, Mrs. May Lamberton Becker, started this organization in America. British Book Week, October 24-30, shows the results of their work.

Mrs. Warde was also responsible for the publication *Token of Freedom*, an unusual little book which was presented to the English children evacuated from England to America.

The San Diego County Free Library under Miss Marjorie Kobler, county librarian, is now in its thirtieth year. It was first established in February, 1913, with Miss Jennie Herman as librarian. Miss Kobler has been associated with the library almost during its entire existence, for she came to the library in 1914, first as assistant, then head of the school department and these past years as head librarian. Consistent growth has been the story of the library work in San Diego County. The library started with one assistant. There now are eleven. Branches in 1913 numbered 9, now 130. The first year's circulation was 1,773 with 535 borrowers. There is now a circulation of 322,-453 and 19,937 borrowers, not including school children. The first year $1,794.14 was spent for books, now the budget is $10,865.07. One interesting comparison is the fact that the tax rate is the same now as in 1913, five cents per hundred dollars' valuation. During its first three years the library was housed in the county court house, afterwards until 1940, in rented quarters. Then, in that year, the library was moved to 3532 Meade Street, where the county supervisors on county property had constructed an excellent building exclusively devoted to county library work and drawn to plans as advocated by Miss Kobler and her assistants. The County Library School Deaprtment is under the direction of Miss Frances Hahn, who is now on her tenth year in that position. With Dr. John S. Carroll, county superintendent of schools, inaugurating a most vitalized school program the county library is cooperating in this work to the fullest.

Defense of the Schools and the Teaching Profession is the concern of the National Commission for the Defense of Democracy Through Education, appointed by the National Education Association. Donald DuShane, Secretary of the Commission, has issued some statements of principles adopted by the Executive Committee of the Commission. The Commission will seek to defend the schools and the teaching profession (1) against unjust dismissals of school personnel; (2) against restrictions upon the political freedom of teachers, their right to teach the truth, and their right to organize and function in professional associations; (3) against the domination or control of education by any group, whether political, religious, social, racial, or economic; and (4) against the intrusion of partisan propaganda into the courses of study.

SHAKESPEARE PLAYERS AT THE GEARY

John Carradine and his Shakespeare Players are playing at the Geary Theater in three of Shakespeare's most colorful dramas.

One thing war and modern hurry can never do is to dim the luster or lessen the glamor and thrill of the Shakespearean theater. The stage of Shakespeare is ageless. If his characters wear the dress of the Italian Renaissance or of England of the 17th Century, the words they speak are as living and significant as they were when the Bard of Avon first put them on paper.

One of the most exciting things about Shakespeare's plays is the realization that every performance introduces his literature in flesh and blood to a new group of theater-goers: those who have studied him in school; who know him only by the printed page; those of all ages who for the first time laugh and love and weep with him and see the pageantry and color with which he peoples his stage.

John Carradine is well prepared by a brilliant reputation in playing Shakespeare. His direction is modern but loses none of the traditional beauty of the originals; and the settings are the John Barrymore settings designed by Robert Edmond Jones.

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SUPERINTENDENTS STUDY DELINQUENCY PROBLEM

The Association of California Public School Superintendents has been actively interested in the problem of juvenile delinquency for some time, and has set up a Committee for the Study of Delinquency under the chairmanship of Ira C. Landis, City Superintendent of Schools, Riverside. W. K. Cobb, President of the Superintendents' Association during the past year, has issued the following report of the findings of this committee. Much credit is due Chairman Landis and the members of his committee for the time and effort they have put forth in collecting information from school officials and law enforcement agencies.

Juvenile delinquency in the state of California has increased to such an extent since the entrance of the United States into the war that it now constitutes a major domestic problem.

There is evidence to substantiate the belief that the causes of delinquency are much the same in all heavily populated areas wherein housing congestion and the disruption of normal family life have followed vast development of industry and the influx of military personnel. Delinquency in many cities and communities has increased to an alarming extent, several hundred per cent in some instances, and it is not difficult to assign causes.

To determine the extent of delinquency and to study the most adequate means of control, a questionnaire, prepared through the Committee for the Study of Delinquency, Association of California Public School Superintendents, has been answered by school administrators throughout the state. The replies indicate that the problems of one city are very much the same as those of another.

Based on the findings of Los Angeles, San Francisco, and other cities of the state, factors contributing to rampant truancy, gang activities, malicious mischief, and moral offenses may be summarized as follows:

1. Lack of parental control and supervision resulting from disruption of homes.
2. The capacity of juveniles to earn enough money to bring about indiscriminate spending.
3. Difficulty in maintaining adequate personnel in schools and other public agencies because of war conditions.
4. Overcrowding of available facilities because of population increases.
5. Girl problems resulting partly from the lure of uniforms.
6. Nervous strain intensified by war psychology.

It would seem unnecessary to elaborate upon these causes since school systems, juvenile bureaus, and other welfare organizations have already made extensive studies of them and since the nature of each is obvious. Rather, it would be well to look into corrective steps that have been suggested and that are now being put into effect in many communities to determine whether these steps will prove sufficiently effective.

If lack of parental control and supervision in the homes is a major contributing factor to the increase of delinquency, then we must confess that little progress has been made in checking this cause. *The increased use of playgrounds and the development of added recreational facilities* has been suggested as a partial remedy. Its great drawback lies in the cost of establishing new centers and in the difficulty of securing competent direction. *A program of public education on a nationwide scale,* without undue emphasis on the spread of delinquency may be necessary to bring about the desired result.

Attempts to check unjudicious spending by juveniles have been expressed by *emphasizing the purchase of war stamps and bonds.* Some communities have achieved commendable results; others have given too little attention to the significance of saving. It is altogether possible that our schools are lax in teaching the lessons of saving and that *teachers should devote serious and consistent attention to the encouraging of students along these lines.*

There is no substitute for teaching personnel or for competent, skillful leadership. If our public agencies are being drained to a dangerous extent of forceful and inspirational leaders, then *a determined stand must be taken to prevent further depletion and to rebuild.* A passive and lackadaisical attitude of wishful thinking about wartime conditions may well contribute to delinquency.

If schools and recreational centers are already crowded because of population increases, the community faces a distressing problem for which no immediate solution is apparent. *The best remedy may lie in careful organization of work opportunities for boys and girls, so that they may feel useful and so that they may make an actual contribution to the war effort.*

To check indiscretions of young girls who have been attracted by uniforms and by swarms of soldiers on the streets, several approaches have been made. Among these are the *curfew law, organized social activities for young people,* and increased *emphasis on social counseling.*

Lowering of morale because of nervous tension resulting from war psychology is unquestionably a major contributing factor in delinquency problems. Surprisingly enough, however, it has had little influence on youths whose induction into the armed forces is imminent. It may well be that so-called war psychology, as it affects those in their early teens, too often evokes sympathy rather than corrective disciplinary measures. *There must be no acceptable general excuse for laxity.* Children must not be humored by parents or by public agencies unless their difficulties may be diagnosed as a recognizable illness of the body or of the mind.

Suggestions that have been made in preceding paragraphs reveal the thinking of California's school administrators and community welfare workers, but they do not reflect the noticeable tendency toward bewilderment and in some instances of discouragement.

There is nothing new about the increase of juvenile delinquency in times of war. The problem has been solved before and it will be solved again. The example of Great Britain is most encouraging. After a serious peak, delinquency has decreased steadily there with the *acceptance by youth of designated war responsibilities,* an objective toward which our communities and our schools might well aim both in teaching and in action.

Controversial issues that have evoked more wrangling than constructive action must be tabled for the duration of the present epidemic of juvenile delinquency. Whether delinquency is the fault of the home or the fault of the school; whether it results in part from lax disciplinary measures, from war psychology, from crowded conditions, or from floods of strangers on the streets, it still must be checked. When all is said and done, delinquency is largely due to the neglect of the children who are the victims of the confusion into

which every community has been thrown.

We cannot solve this problem simply by becoming alarmed. It can be successfully combated only through the combined efforts of all interested organizations and individuals concerned with the welfare of youth. It can be successfully accomplished by careful appraisal of local needs and carefully planned and executed programs.

The combined efforts of every agency interested in youth are necessary to solve the problem. Delinquency may be an out-of-school evil, but its influence extends to the school. Whether justly or unjustly, the public schools are judged by the type of citizenship displayed by their pupils and by their graduates. School administrators, then, must assume one more burden in addition to the many they now bear in trying to maintain an adequate educational program in the face of many difficulties —the task of providing leadership among the agencies striving to halt the spread of juvenile delinquency.

CHILDREN'S BOOK ISSUE LIMITED THIS YEAR

Since those connected with books are already aware of the shortages in all kinds of paper, including newsprint, it will be no surprise to librarians and school librarians to learn that it is not possible, this year, for the *San Francisco Chronicle* to distribute extra copies of its annual Children's Book Issue as it has done in the past.

The issue will appear, as usual, under the direction of Joseph Henry Jackson, Book Editor, and under the editorship of Miss Margaret Girdner, Supervisor of Texts and Libraries for the San Francisco Board of Education. It will be published Sunday, November 14, to coincide with the beginning of Book Week. But it will be necessary to limit libraries, schools, and parent-teacher associations, which have in the past made use of large numbers of this special issue, to one copy each, for reference.

A feature of the issue, as usual, will be Miss Girdner's Master Check List of 100 selected titles of Children's Books of the Season, which has long been a valuable guide in the field for northern Californians.

A FOURTH GRADE EDUCATION IN SIX WEEKS!

The following is reprinted from an article by Theodora Mahan, editor of the Ventura County Schools Bulletin.

This is the boast of an army training school located near Baltimore, Maryland.

"Pupils" are soldiers who enter speaking German, Polish, Russian, or Italian. They leave the school able to read and write English, capable of doing long division, multiplication by two digits and with a simple but clear understanding of the differences between Fascism and Democracy.

Because of their illiteracy, the men are rejected for basic military training and are sent to Baltimore for "literacy conditioning." After six weeks, the majority are acceptable for military duty.

How does the army do it in six weeks? Proud of its educational techniques, the commanding officer of the school says that his "innovations include teaching spoken English by discussion of current events and relating vocabulary drills to the personal life and experience of the soldier-student."

Monosyllables (cat, rat, bat) are absent from the school's blackboards. Instead, soldiers practice on words like "Tunisia, battalion, Italy, bombardier, Baltimore, and Glen Martin."

Problems in arithmetic nearly always involve the sum of $50.00, monthly pay of the students. The soldiers learn quickly how many trips home they could make on their pay.

Motion pictures, film strips, flash cards, and other visual education devices used abundantly.

With the army schools sensing what real educators have always known, that learning should be meaningful and of some purpose; perhaps we can expect a greater acceptance of the use of "modern methods" in our public schools.

Criticism, often based on little knowledge or understanding, has been directed from time to time, toward the techniques and methods used in our schools. It has been said so often, "That's not the way they did it when I was in school." Certainly it isn't the way, but that doesn't make it right or wrong.

Taking the keynote from Dr. Dexter's speech at the Teachers' Institute on September 20, let's show, as does the army, that those modern methods used by us both *DO* teach children to read, write, spell, and figure, and more effectively than the older methods. And at the same time, these methods allow for the development of the ability to live effectively through the interaction that takes place in the classrooms in today's schools.

The Alameda County Elementary Teachers' Institute was held November 1 and 2 at the Bret Harte School in Hayward. Miss Helen Heffernan, Chief, Division of Elementary Education, State Department of Education, addressed the opening meeting on "Schools for a New World," and at subsequent meetings spoke on "Problems of Educational Leadership for School Principals," "Social Studies in the Elementary School," and "The Language Arts." Other speakers were Dr. Bernice Baxter, Administrative Assistant, Oakland Public Schools, "The Place of Arithmetic in the Elementary Curriculum"; Mrs. Eva Gildea, Professor of Education, San Francisco State College, "Trends in Primary Reading"; Ethel S. Ward, "Instructional Trends in the Elementary School."

Policies and Practices in the Improvement of Reading

(Reprinted from the *Elementary English Review*)

EDITED BY
John J. DeBoer

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Arthur I. Gates Ernest Horn
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211 West 68th Street, Chicago, Illinois

Library News

Edited by MABEL R. GILLIS, State Librarian

A LIBRARIAN AT CASA PANAMERICA

By Jewel Gardiner
Librarian, Teachers Professional Library, Sacramento

"The essential qualities to true Pan Americanism," according to President Roosevelt, "must be the same as those which constitute a good neighbor, namely, mutual understanding, and through such understanding a sympathetic appreciation of the other's point of view. It is only in this manner that we can hope to build up a system of which confidence, friendship, and good will are the cornerstones." And with those words, such terms as "Good neighbor policy," "Hemisphere solidarity," "Pan-Americanism," became popular phrases overnight, used by many but understood by few. Teachers and librarians throughout the country realized their responsibilities in the task of building "confidence, friendship, and good will." As a result of their efforts many young people and adults have become intelligently aware of our neighbors to the south. There was an immediate demand for printed materials pertaining to Latin America and the demand has continued to increase. Books on all phases of the subject, written for both children and adults, have appeared in great quantities. Some of the finest material has been written in recent years, but also some material has been published which is not only superficial but which is completely detrimental to mutual confidence and good will. Teachers and librarians have tried to supply their public with the best, but teachers and librarians also found themselves lacking in real understanding of the cultures and of the peoples who represent our southern neighbors and they too joined in the quest for knowledge about these countries and their peoples.

Mills College Casa Panamericana

"Summer school for recreation, inspiration and study," say the devotees of summer schools, but as a summer school student I have never agreed with the slogan until now—summer 1943. It is difficult to think of the six weeks of life at the Casa Panamericana at Mills College this summer, as a session of summer school. It was rather six weeks of travel in many Latin American countries; it was "recreation, inspiration and study," and above all it was an example of one way to build up "confidence, friendship and good will" among neighbors. There on the quiet and beautiful campus, far removed it seemed from the realities of war, spacious Olney Hall became transformed into a true Pan-American House. Under the same roof lived about 130 people, professors and students, in complete harmony. There lived Peruvians, Brazilians, Chileans, Costaricans, Bolivians, Mexicans, Panamanians, Northamericans. There lived writers, artists, teachers, college students, a lawyer, an editor, a librarian—Americans all. Large flags of all the American republics decorated the mantlepiece above the fireplace in the main "sala" of the Casa and gave an all-American atmosphere to the room. Beautiful posters in Spanish and Portuguese covered the walls of the "sala" and dining room. A bulletin board with the latest news clipped from both North American and South American periodicals kept the readers aware of noteworthy happenings in the various countries. Books and magazines in Spanish and Portuguese were always within easy reach. Tables in the dining room were labeled "Advanced Spanish," "Intermediate Spanish," "Beginning Spanish," or "Portuguese only," and at every table there was a Latin American host or hostess. English as a means of communication was taboo in the Casa Panamericana and one selected one's table companions according to one's speaking ability!

Faculty a Distinguished Group

The faculty represented a distinguished group of Latin Americans. There were, for example, Dr. Gérman Arciniegas, recent Minister of Education of Colombia and a noted author, Dr. José Jiménez Borja, of the University of San Marcos in Lima, an authority on the Spanish language, Dr. Arturo Torres-Rioseco, the famous Chilean author and specialist in Spanish American literature and a member of the faculty of the University of California, Dr. José Perotti, the Chilean sculptor whose paintings were exhibited in the War Memorial Museum in San Francisco during the summer. The daily two-hour language classes were planned to take care of all levels of understanding of Spanish and Portuguese, and in addition there were several classes in conversation.

Two Latin American workshops, one in English and one in Spanish, conducted by Dr. Arciniegas and Dr. Torres gave serious consideration to such problems as economic relations between the two continents, politics, the race problem in the United States as compared with the problem in Latin American countries, health, education, history, geography, and cultural relations. Both workshops gave opportunity for questions and discussion on the part of the members, and there were many notable guest speakers from different countries.

Special Studies

As part of the requirements for the workshops, students were asked to select some problem for special study to be used as the basis for class discussion or a paper. Since my special interest is school and children's libraries, I investigated the field of library service to children in Latin American countries. Literature on the subject was scarce, although more material was located than I had expected, written both in Spanish and English. The most interesting information, however, came through conferences with members of the faculty and with Latin American students.

Dr. Arciniegas told of the success of the first library school in South America teaching United States library methods, which was held in Bogotá during the summer of 1942, and of the children's library which was established and is housed in the Children's Cultural Theatre, a modern building in National Park in Bogotá. The program of expansion for the children's department calls for the distribution of children's books from this center to the Bibliotecas Aldeanas, the network of libraries established in rural areas by the National Library of Colombia.

Dr. Jiménes gave an excellent picture of the library situation in Perú. There are "Bibliotecas Pedagogicas" in even the smallest villages of Perú, maintained by the government for the special use of teachers. These libraries are in charge of some interested teacher and serve as a cultural center for the teachers of the surrounding country. While the collections do not include books for children, the influence of these libraries on the life of the schools is very strong.

The colleges, which correspond to our high schools, all have some type of

library and the hopeful sign for school libraries is that, through the energies of the "Patronatos Escolares," libraries are beginning to appear in the primary schools, grades one through six. The "Patronatos Escolares" are societies whose membership consists of parents of school children and friends of education. The societies are organized for the purpose of providing materials for the schools which are not ordinarily provided by the government. Such materials may be clothes for poor children, radios, motion picture machines, books, etc. The principal of the school is the most influential person in getting a society well organized and functioning properly. His interest and enthusiasm affect the activities of any given society, and consequently many societies are extremely active and generous with their contributions, while others exist in name only. Also the gifts from the society are determined to a great extent by the special interests of the principal concerned.

Libraries in Schools

Recently a number of principals have become interested in providing libraries for children in their schools. Since the government provides only textbooks, the principals sought the help of the "Patronatos Escolares," and as a result several modern school libraries have been built up and are functioning in primary schools. The libraries which have been organized are quite modern in equipment and have good book collections. They are in charge of one of the regular teachers in the school at the present time. As other "Patronatos Escolares" and principals hear about the school libraries, they too want the same or better for their schools. Thus the school library movement is spreading Perú, but as yet it is not centrally organized and it receives no financial aid from the government. How typical of the work of the P. T. A.'s of our country is this stimulation of a new worth-while feature in the schools!

Unfortunately, I was unable to get first hand reports on the children's department of the new Biblioteca Benjamin Franklin in Mexico City. Articles tell of its immediate success with both Mexican and foreign children, and photographs show it to be an attractive and pleasant place. All of the information I could obtain about the children's department of the Municipal Library of Sao Paulo, Brazil, had to come from reading also. It seems to be the model children's library for all Latin America. The many articles and photographs, however, would lead one to believe that it already has an established place in the lives of the children of Sao Paulo. It is planned to have this children's department serve as a training center for other children's librarians who will serve in branches of the Municipal Library which will be established, and also in libraries in other cities.

Reading and discussion of the problem lead me to the conclusion that although the idea of library service for children is comparatively new in Latin America, there has been progress. The problem of book service to children in Latin America is difficult at its best. Few good children's books are published outside of Mexico and Argentina. Books in foreign languages are extremely expensive, but even if they are not expensive, children who speak Spanish or Portuguese need books in their own language first. It is a fact that the children of Latin America are not so fortunate as the children of the United States in the matter of library service but close investigation of the problem reveals clearly that the movement to give some type of book service to children in Latin American countries is progressing.

Social Life of Casa Panamericana

The informal social life of the Casa Panamericana gave continuous opportunity for members of the group to become acquainted as friends. Some members of the faculty had their families with them. The wives and children were popular and important members of the group and made many contributions to the life of the Casa. The complete ease of the children in two languages was the envy of all the North American students. The "sala" became the center of activities and a program was planned for every evening. There were important lectures in Spanish by members of the faculty and by celebrated visitors. There were motion pictures in Spanish and films showing life in the countries. There was Latin American music, excellent recordings by Chavez, recordings of ancient chants, of folk songs, and folk dances, and there were the lectures on Latin American music by Darius Milhaud, a member of the faculty.

Emilio and Teresita Osta, the delightful brother and sister team, spent a week as guests of the Casa and brought in person the enchanting music and dances of

(Continued on page 12)

GRAMMAR AND COMPOSITION FOR THE VICTORY CORPS

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Max J. Herzberg

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Book Reviews

From the San Francisco Board of Education

Three publications showing the progress of the San Francisco city schools have been issued recently under the direction of Superintendent Curtis E. Warren and Deputy Superintendent A. D. Graves. CURRICULUM FOUNDATIONS FOR THE SAN FRANCISCO SECONDARY SCHOOLS is an intensive study made by the central curriculum committee representing a cross section of personnel concerned—principals, teachers, directors, and counselors. Deputy Superintendent Graves is chairman of the committee and consultants of the committee have been Aubrey A. Douglass, Chief, Division of Secondary Education, State Department of Education, and Frank Lindsay, Assistant Chief of Division of Secondary Education, State Department of Education. Special committees were organized under the central committee to study curriculum revision movement; changing local and national conditions; the learning process; basic growth needs of secondary school youth; administration; special interests and leisure activities; preparation of youth for work; work experience; and accumulative evaluation. The resulting study, representing the combined effort and experience of outstanding educators in the San Francisco schools, is divided into three parts: An Outline for Curriculum Construction in the San Francisco Secondary Schools, The Evaluation of Teaching and its Relation to the Curriculum, and General Curriculum Pattern for the Secondary Schools.

A second bulletin issued is THE TEACHING OF READING IN THE SAN FRANCISCO JUNIOR AND SENIOR HIGH SCHOOLS. This too was prepared under the direction of the central curriculum committee, by three groups of teachers—English department heads in senior high schools, English teachers selected by junior high school principals, and a committee of experts serving in an advisory capacity. The writing of this booklet, and much of the research, were done by Miss Margaret Heaton, Head of the English Department, George Washington High School, and Miss Irene Kelly, teacher, Roosevelt Junior High School. The booklet is in two parts, Reading as a School-Wide Program, and Reading as Part of the English Program. Part I emphasizes that reading is, and has to be, a school-wide program, according to the most advanced thought in the field, that every teacher must be a teacher of reading as well as of his own special subject, and that reading must be taught at every school level. An especially good chapter on "Providing for Individual Differences" gives important information on how to identify students who need help in reading, how to give aid to students with serious reading difficulties, and how to stimulate superior students. Part II has chapters on "Reading in the English Classroom," "Starting With the Individual," and "Directing Reading in the Classroom."

The third publication, on a most timely phase of educational planning, is THE WORK EXPERIENCE PROGRAM FOR THE SAN FRANCISCO SCHOOLS. As Superintendent Graves' foreword stresses, "Successful work experience has become a vital part of the educational program of youth. The demands of a wartime economy have accentuated the need and provided greater opportunities than heretofore existed, but this phase of education was not conceived in war and will be as important in peace." A committee under the chairmanship of O. I. Schmaelzle, Director of Counseling and Guidance, San Francisco Public Schools, has formulated a program based on a one year's experience in San Francisco high schools and a study of similar plans in other school systems. This printed program will be placed in the hands of all principals, coordinators, placement officers, and vocational counselors and will serve as a guide for the coming year. Some of the points emphasized in developing a successful work program are: the necessity for developing the proper concept of the program in the community, as in cooperative arrangements between schools and employers; adjusting the curriculum to community work needs; the need for coordination between schools and with higher institutions.

From the Macmillan Company

THE RISE OF OUR FREE NATION by McGuire and Portwood. Price, $1.88. This history tells the story of the American way, of the price that men and women through the years have paid for it, of the dangers that threaten it, and of what Americans must be and do to preserve it. All of the material is presented interestingly and dramatically. The authors produce frequent glimpses into daily home life of past eras, and give picturesque descriptions of famous events. The book is organized in nine large "divisions," each preceded by a preview which arouses interest and presents the key thoughts of the division. Each division concludes with a "thread of continuity" headed "The Past Marches Down to Us," which serves to show the connection between one division and a succeeding division and to tie the history of the past to that of the present. Two factors in particular make the book a very timely publication. One of these is the stress placed upon the ideals and institutions of democracy throughout, and the other is the extensive treatment of the "Power Age," and the "Air Age."

A LIBRARIAN AT CASA PANAMERICA

(Continued from Page 11)

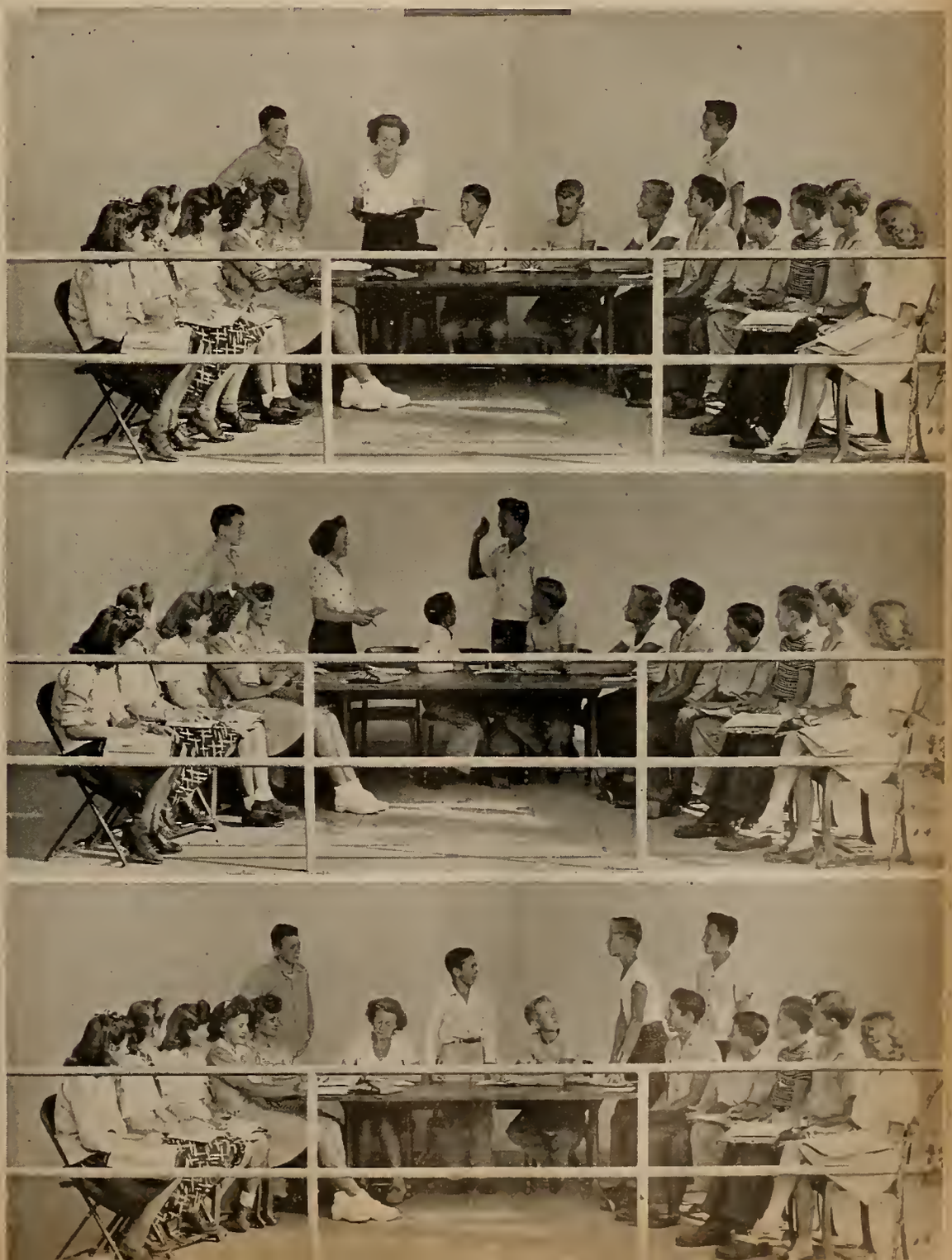
Spain and Latin America. There was the play, "Sueno de Una Noche de Agosto," presented in Spanish by a group from the Casa to the public in Lisser Hall. And there were the gay Friday night fiestas when the "norte-americanos" had an opportunity to watch first hand the popular tangoes, rhumbas, sombas, and other modern dances, and also try their skill at performance under the leadership of one to whom the dances seemed to be a natural form of expression. There were the delightful moments when members sat spell bound watching Antonio Sotomayor, the Bolivian artist, as he cleverly sketched caricatures of all who passed his way. With all these activities there was time for friendly visits —in a corner of the "sala," in the patio, on the broad front porch, at the swimming pool, or perhaps while on a pleasant stroll along the many campus paths. There was time to exchange opinions with new friends, time to clear up some of the "queer ideas" and wrong impressions, time to discuss books and authors, time to act as guide for some group which wanted to visit points of interest around the San Francisco bay region, time to get really acquainted.

Mills College deserves congratulations for the important part it is playing in building sincere Pan Americanism through the Casa Panamericana. It is to be hoped that other colleges and universities both here and in Latin American countries will set up similar experiments. Surely there is no better way to gain "mutual understanding and through such understanding a sympathetic appreciation of the other's point of view," than by living, working, studying, thinking, and playing together.

The Western Journal of Education.

Founded in 1895 by Harr Wagner

Student government at the Cherry Avenue School in Tulare City, California, has won nation-wide notice. Story on page 9



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November, 1943

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State Headquarters: 155 Sansome Street, San Francisco

The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

October, queen of the fall months, was the background for the Twenty-Second Annual Sessions of the North Coast Section of the California Teachers' Association. Customarily the counties of Mendocino, Lake, Humboldt, and Del Norte, together with the city of Eureka, hold the joint meeting alternately between Eureka in Humboldt County and in Ukiah, county seat of Mendocino County. This year being as it is, with transportation and gasoline rationing, P. F. Woodcock, superintendent of schools of Humboldt County, H. W. Adams, superintendent of schools of Eureka, and Joseph M. Hamilton, superintendent of schools of Del Norte County, scheduled a three-day Institute at Eureka on October 11, 12, and 13, while John W. Taylor, superintendent of schools of Mendocino County, and Mary Mason Harrow, superintendent of schools of Lake County, held a one-day Institute at Ukiah October 16.

The charm of the Institute period in this northwest section of California comes to the teachers and visitors not only from the meetings themselves but from traveling to the sessions along the winding mountain roads, with the giant redwoods on either side, with forests of pine and hills red with madrone or covered with vineyards of the famed Asti wineries, the vines still loaded with bunches of purple grapes; with the scarlet and orange of grape leaves just tipped by the frost, of apple orchards with yellowed leaves, of peach groves where the ground underneath is a mottled Joseph's robe of falling leaves of all the colors of the rainbow. Then one comes to the fishermen along the Russian and Eel Rivers, herds of dairy cows in the level valley section from Fortuna on to Eureka, the famed Howard horse ranch on the way to Willits, where the valiant Seabiscuit is host to around 5,000 visitors per year. The cool dry night air is ozoned almost to the nth degree, and the quietness of the night hours is broken only by the sound of the night freight trains and Northwestern passengers between Eureka and San Francisco, and the trucks loaded with redwood grape stakes for the Emperor and Thompson Seedless vineyards of the San Joaquin Valley.

Speakers at both of these Institutes were Dr. Walter F. Dexter, Superintendent of Public Instruction, and Miss Helen Heffernan, Chief of the Division of Elementary Education. Dr. Dexter emphasized the importance of education in this war-torn world, and Miss Heffernan stressed the importance and the worth of the individual child and the fact that it was the duty of the school and the teacher to bring to fulfillment the utmost capacities of each pupil. For this reason she opposes any set rules of procedure or set courses of study that any one teacher should follow slavishly. She held to the outlining of general educative objectives and, leaving it to the trained teacher to bring these to fruition in each individual child.

Mr. Roy Cloud appeared only at the Eureka C. T. A. meeting and addressed the convention on California Teacher Association problems, with Frank M. Williams, principal of the Miranda high school and president of the Northwest Section, in the chair. At Eureka Dr. Elias Arnesen, Professor of Literature and Philosophy, San Francisco State College, spoke on "Why Totalitarianism is Doomed." Dr. Arthur S. Gist, President, Humboldt State College, addressed the convention on "Frontiers in Education," and Dr. Holland Roberts, Professor of English, Stanford University, talked on "Teaching English to Win the War and Peace."

At Ukiah the high principals and teachers were addressed by Professor Frank M. Russell, Department of Political Science, University of California, while the elementary teachers heard an address by Mrs. Ruth Edmands, Supervisor of Elementary Schools, Colusa County. The elementary school principals of Mendocino and Lake counties heard Mr. Elwyn H. Gregory, Superintendent of Schools of Placer County, discuss the question of "New School Laws."

Two things impressed us at both of these institutes. The first was that there still were left a good many men teachers to leaven the femininity of education, and the second was that there was an upcoming of younger executives in the offices of the county superintendents of pedagogically minded men such as John W. Taylor of Mendocino County, P. F. Woodcock of Humboldt County, and Elwyn H. Gregory of Placer County.

Odds and Ends of the North Coast Institutes

James M. Tadlock, Member of the California State Board of Education, a resident of Eureka, was in active attendance at the Eureka meeting.

✓ ✓ ✓

The Ukiah high school building was the scene of the Mendocino and Lake County Institute. Charles M. Fulkerson, principal of the Ukiah high school, was the host to the two counties.

✓ ✓ ✓

At Eureka the junior high school building under W. F. McIntire, principal, and H. W. Adams, Eureka city superintendent of schools, held the general sessions and the section meetings. Of special notice was the luxuriousness of the flowers on the junior and senior high school grounds. The dahlias were especially outstanding.

✓ ✓ ✓

Mrs. Alma P. Thompson, secretary of the Northcoast C. T. A., a member of the Humboldt County Board of Education, and a teacher in the Ferndale grammar

school, was present at both the Eureka and Ukiah sessions.

P. F. Woodcock, superintendent of Humboldt County schools, was on crutches for the first part of the Eureka meeting. He had been injured while engaged in war industry this past summer. Before the end of the session he discarded his crutches, and as a result, after the session ended he had to return to the hospital.

At Eureka there was quite a large group of publishers and school supply men in attendance with exhibits. Eureka had some twenty exhibitors, while at the one-day session at Ukiah four companies were present. Book companies at Eureka included: Macmillan, Laidlaw Bros., Row Peterson, Silver Burdett, John C. Winston, H. M. Rowe, Rand McNally, A. J. Nystrom, Iroquois, Houghton Mifflin and Harr Wagner. At Ukiah only Laidlaw Bros., Row Peterson, and Harr Wagner representatives were present.

William A. Chessall, vice-principal of the Ukiah high school, a native son of Ukiah, and since the last war for twenty-five years a member of the Ukiah high school faculty, was the faculty greeter to the bookmen at the Palace Hotel, Ukiah, before the opening sessions. Mr. Chessall is also a member of the Board of Directors of the California Teachers Association.

H. W. Adams, superintendent of the Eureka city schools, was paying his first attendance to a California Institute program. Mr. Adams is a newcomer to California, having come this past summer from Oregon where he was active in executive school work.

Frank F. Zeek, district superintendent of the Ukiah grammar school, has the record of being one of the oldest superintendents in point of years of service in Mendocino County. His tenure includes the headship of the Round Valley grammar school, Covelo, the principalship of the Redwood Valley grammar school and the superintendency of the Ukiah elementary system. For some years he was out of the county as head of the Geyserville elementary school and that of the Calistoga grammar school in beautiful Napa Valley, where he was instrumental in the construction of the fine elementary school building there.

Roy Good, superintendent of the Willits schools, is another school man with long years of service in the Mendocino county schools. His record includes the principalship of the Willits grammar school, then the county superintendency of Mendocino County, followed by work at Stanford University, the superintendency of the Ft. Bragg schools, and these last years the superintendency of the Willits city system.

C. Burnam Heryford, General Supervisor and in charge of Child Welfare and Attendance of the Mendocino County schools, is nearing the end of two decades of work, in the county office. He finds the problems of welfare and attendance more difficult than in the early days, for now there is a great influx of persons from out of the state and from other sections of California. The welfare problem is aggravated by the fact that the juvenile authorities of San Francisco and the Bay region are sending wards of the court to Mendocino County for boarding out.

Report on Status of San Francisco Elementary Schools

The San Francisco Board of Education and Dr. Curtis E. Warren, superintendent of schools, on the first of October received a 100-page report on the status of the elementary schools of San Francisco with recommendations for their improvement, which had been submitted by a survey group. This group presented their findings after a five-month study which cost $2,000. The committee in charge of this investigation included Dean Frank Freeman and David H. Russell of the University of California and Dr. Frank N. Thomas, President of Fresno State College. Also on the committee were three local principals: Sue J. Convery, Aileen McCarthy, and Alice Walsh Hubner. The committee recommended that the elementary schools be brought up to the high level enjoyed by that of the junior and senior high schools. The emphasis was upon the placing of greater stress on flexibility of teaching the increasing number of varying types of levels flooding the San Francisco schools during this war. San Francisco never has had a Negro problem, and with some 25,000 and more of that race coming to the city in one year, together with other great numbers of out-of-state people, the elementary situation has become more complex. While no drastic inadequacies were found in the elementary school system, over which Miss Bertha Roberts, as deputy superintendent, has control, it was found that she needed more aid than now available to bring the elementary schools up to a higher standard of excellence.

This committee made nine recommendations as follows: (1) appointment of a director of curriculum whose time would be free to keep in touch with the curriculum needs of the schools; (2) expansion of the staff of the deputy superintendent of schools to include four assistant supervisors, or one for each 20 schools in San Francisco; (3) principals should have a generous margin of time and energy to give to new problems and should be relieved of tedious clerical duties that make carrying out of administrative duties impossible; (4) there should be a working committee of elementary school principals to clarify their supervisory services to the schools and each other; (5) the development of a systematic program dealing with curriculum and a complete set of courses of study, under the direction of the director in charge of curriculum, as rapidly as possible; (6) development of goals, as specific as feasible, adjusted to the varied abilities of pupils; (7) provision of adequate materials, especially books, maps, and globes, in all schools and classrooms; (8) initiation of plans for increasing space and facilities for play and recreation, serving as important functions in each elementary school curriculum; (9) establishment of more adequate service for the 2000 pupils of seventh and eighth grades remaining in the elementary schools until the junior high school building programs can be completed.

Sam Cohn, for long years Deputy Superintendent of Public Instruction for the State of California, known for his pungent wit and knowledge of California school law, has retired from the State Department. But he has not retired from school work for he has just accepted a position as supervisor of attendance and principal of the night school at Antioch under Superintendent Henry R. Spiess. Mr. Spiess and the citizens of Antioch are fortunate to have a person of Mr. Cohn's wide experience to aid them in the city's educational work.

Western School News

Edited by MORRIS WAGNER

WARTIME DEVELOPMENTS IN BAY REGION SCHOOLS

RICHMOND, more than any other city in the San Francisco Bay area, has been one of constant turmoil during the past three years. W. T. Helms, superintendent of schools, in a city and school district that in 1940 numbered less than 50,000 persons, in 1943 caters to a population of more than 150,000 in the elementary district, and 175,000 in the high school district. Huge shipbuilding plants, enlarged oil refineries, Ford truck assembly plant, and many other war associated industries, together with vast housing construction for tens of thousands of workers and their families from all parts of the nation have made Richmond and its environs a twenty-four hour madhouse of activity.

The school attendance figures tell a complete story in themselves. The kindergarten in 1940, 343; in 1943, 1228; the elementary pupils in 1940, 2844; in 1943, 10,568; the junior high school in 1940, 1487; in 1943, 5258; the senior high school in 1940, 1540; in 1943, 2453. A total enrollment of 6,214 in 1940 to 19,507 in 1943. The growth in individual schools was just as tremendous. In 1940 the Nystrom School enrolled 175, in 1943 the same school had 3057 pupils. In 1943 the number of teachers and administrators numbered 516 with night schools and national training schools around 600, while in 1940 they were considerably less than one-third of that number. The annual budget has gone up from around a million dollars per year to that of over three million dollars.

In addition to this, nursery schools and child welfare schools on a 24-hour basis seven days per week have been established. The Federal government has built one nursery school at a cost of $44,000 and is now erecting another at a cost of $80,000. Other new structures built largely at Federal expense have been one 30-room building and three 3-room schools. Planned for the immediate future is the construction of another junior high school plant. As it is, most of the grades and schools run on half-day sessions.

Besides the normal teaching program Richmond has the second largest national defense training program in California. Schools are held in the school plants, as well as on the premises of the shipbuilding plants. Some two to three thousand welders are turned out each month.

One most fortunate thing for the school administration was that a central administration building had been planned by Superintendent Helms and his staff and was under way at the start of the war. All of the administration supervisory forces have been in a well-built, well-arranged $75,000 administration since a year ago last April. The administration suite contains separate offices for Superintendent Helms and Assistant Superintendent Christina B. Cameron. The administration suite, the board room, and the hallways are all finished in Philippine mahogany which makes for out-of-the-ordinary attractiveness. The business offices have a suite to themselves, as well as all of those in the supervisory forces. There are meeting rooms for conference groups as well as a central teachers' reference library. Land has already been purchased behind the administration building for a central school warehouse. This warehouse is waiting the end of the war for its construction. All of this is a far cry from Richmond in 1901 when Superintendent Helms entered upon his present position. At that time the teachers numbered 7, and there were only 180 children in attendance in all of the territory now known as Richmond.

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PITTSBURG, CALIFORNIA, lying on the waters between Suisun Bay and the point where the waters of the Sacramento and San Joaquin rivers join from out of the Delta country, has become a thriving industrial town of 12,000 people. Steel, chemical goods, asbestos products, rubber goods, and canning largely dominate the town's economic activities. The schools of Pittsburg since 1917 have been molded and developed by Superintendent Fred S. Ramsdell. Few men have had the opportunity to start with an elementary system and then expand that system to include a junior high school and a senior high school. Superintendent Ramsdell has achieved that during his years of service in Pittsburg. In 1927 he had the privilege of seeing the construction of a modern high school plant on a 28-acre campus and in 1933 of seeing the building of a fine junior high school unit on a site of 10 acres. The junior high school and senior high are located on opposite sides of the same street.

Recently, eight acres have been purchased across from the junior high school building where later an elementary building is to be erected. When that school is completed, Mr. Ramsdell will have an educational center of elementary, junior, and senior high schools on 46 acres of ground. The Pittsburg schools are a four-unit system with one school housing kindergarten through the third grade, another school for grades 4, 5, and 6, a junior high school and senior high school. The high school emphasizes shop work of machine, wood, and automobile. The school enrollment now numbers around 2100 pupils with 80 teachers in charge. Superintendent Ramsdell is a pioneer member of the Contra Costa County Board of Education. He has 22 years to his service there. Other members of long standing on this same board are W. T. Helms, superintendent of the Richmond schools, and George A. Johnson, superintendent of the Crockett schools.

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A. W. RAY, district superintendent of the Sausalito schools for the past thirteen years, with two more years of his contract to run, had the unexpected opportunity of taking a position as supervising principal of the Palo Alto schools and of continuing his work at Stanford University toward a Doctorate in the Stanford School of Education. He accepted the position and took up his new work the first of September. Mr. Ray is an expert on the problems of school lighting, and he expects to act as consultant in that line in his new position, as well as carrying on his supervisory work and study at Stanford University.

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FORREST V. ROUTT, superintendent of schools of Martinez, California, is now in his tenth year as head of the Martinez system. With twenty-seven previous years of teaching as teacher, principal, and superintendent of the Alhambra, California, schools, Mr. Routt is nearing forty years of service in the California schools. This year Kenneth M. Forry, principal of the Martinez grammar school, left for Naval service and Rock J. LaFleche was secured by Superintendent

(Continued on page 6)

WARTIME DEVELOPMENTS IN BAY REGION SCHOOLS
(Continued)

Routt to take his place. Mr. LaFleche comes to the new position from the principalship of the Bay Point School, Contra Costa County. He knows the Martinez system, for previous to accepting the Bay Point position he had taught for six years in Martinez.

✓ ✓ ✓

William D. Hill, district superintendent of the Concord grammar school, is another of those California superintendents caught up in the maelstrom of wartime growth. Concord is a fine little city located on the western side of the Berkeley hills, looking upon the heights of Mt. Diablo, and reached by a high-speed motorway from Oakland that runs through the Broadway tunnel under the Berkeley range. It is a community of pleasant homes, with surrounding land given to walnut orchards, grain fields, and the raising of tomatoes, with the adjacent hills and mountains used as cattle ranges. The city is filled to capacity now from the nearby urban centers. The search for housing for workers in the industrial plants of Oakland, Richmond, Berkeley, and San Francisco has been such that this beautiful section on the other side of the Berkeley hills, with its warmer climate, and only half-an-hour-or-more drive from one's place of work, has become an unusually attractive area. In addition the Buchanan Army Camp and a naval air training station are also in the neighborhood.

All this has caused a school population growth to around 1400 pupils, to be housed in a school plant constructed for half that number. Fifteen new teachers have been added to care for this increase. The school is run on staggered schedules. Numerous grades have such numbers that these classes are on half-day schedules. In addition, Mr. Hill is starting a nursery school of one unit, which in all probability will be expanded to two or three units. Mr. Hill feels that the present growth of Concord will be permanent, for during his fifteen years at work in this system he has seen a steady growth, and while now it has expanded greatly he feels that the excellent community living conditions in Concord will keep the growth steady for some years to come. Mr. Hill is known as one of Contra Costa's best school men, whose system has been kept progressive, yet not so progressive that fundamentals could not be stressed.

NEWS NOTES

The Division of Elementary Education has served as a distribution center through which some fifteen hundred letters, written by children in the British Isles, have been sent to California children who are interested in establishing pen friendships with the children of England. The correspondence plan for the purpose of cementing relationship among the youth of the present generation includes distinguished citizens of the United States and the British Isles. Mrs. John G. Winant, wife of the United States Ambassador to Great Britain, represents the United States on the Board of Sponsors. The correspondence plan is under the sponsorship of an organization called Children of the Fighting Forces.

The British children have written on every conceivable subject with emphasis on pets, hobbies, and sports. They are particularly interested in the citrus fruits of California, of which they have seen very little since the beginning of the World War.

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The World Book Company, after twenty years at their 149 New Montgomery Street address in San Francisco, have been required to vacate along with all other occupants of the building above the ground floor, by order of the U. S. Maritime Commission. The new offices of the company are just across the street in the Rialto Building, 116 New Montgomery Street, Zone 5. The World Book Company was founded in 1905 by Caspar W. Hodgson, Stanford graduate and a close personal friend of Harr Wagner, founder of *The Western Journal of Education*. Both were true westerners in spirit and action. Clyde S. Jones, who for twenty-two years has managed the affairs of the company in the Pacific Southwest, has been with the firm thirty-three years.

✓ ✓ ✓

A Tentative Framework for the Social Studies Curriculum in the elementary schools of California was presented at the Social Studies Workshop of the 1943 Conference of Supervisors. Interesting to note among the specific areas of experience indicated as desirable for various grade levels are the following: Emphasis in the fourth grade is on the *simple life* of *middle class* Mexicans, Chinese Farmers, Rubber Gatherers of the Upper Amazon, and Russians in a typical Ukraine village. By the time the child has reached sixth grade his interest has expanded sufficiently to permit him to study the *cultures* of these countries, as well as those of Russia, early Egypt and the Middle Ages. The sixth grade child also studies such advanced fields as Aeronautics, The Modern Press, and The Radio, along with the *history* of the development of air navigation, of records, and of sound communication. Of special interest, too, is the fact that fourth graders study the Congo, centering attention on the lives of the natives there, with some consideration of the contributions made by Negroes everywhere.

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Charles W. Wiggins, Superintendent of the Sonoma County Schools, has appointed Carl J. Penn, formerly principal of the Cloverdale school, to the position of rural supervisor in the county schools. Miss Estelle Unger, for years director of instruction in the Sonoma county school department, has a teaching position in the Dunbar Union School, Sonoma County. Miss Unger is trying out some of her ideas on educational procedure that she has been developing during her years in the county office.

✓ ✓ ✓

Bell and Howell Company announce these latest film releases as available for non-theatrical audiences: *Saboteur, Hell Below Zero, Warriors of the Sahara, Bombay clipper,* and *Captain Caution.*

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By Ella H. Hay
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"EDUCATION IN THE POSTWAR WORLD"—SUPERVISORS CONFERENCE

By Fred Trott

Director of Curriculum, Tulare County Schools

Seeking clues regarding the probable nature of the postwar world and making plans to meet the postwar problems which education must face, the California School Supervisors Association and the State Association of Supervisors of Child Welfare and Attendance met in Los Angeles from October 19 to 22.

Despite wartime travel difficulties, more than three hundred and fifty school supervisors gathered at the Biltmore Hotel for a four-day conference called by Walter F. Dexter, State Superintendent of Public Instruction.

In the belief that the world of the future already exists in the minds of our creative thinkers, the conference program was built around the presentations of prominent leaders in the fields of science, social science and the arts. Discussing "visible contours of the emerging world order," Dr. Malbone W. Graham, Professor of Political Science at the University of California at Los Angeles, set forth the trends, already visible, which are determining our postwar world.

Bernard J. Lonsdale, president of the Supervisors Association, then brought before the conference a group of distinguished scientists who told the dramatic and exciting story of how science is presently making and remaking our world even as we engage in the struggle of winning the war. Dr. C. S. Copeland of the University of Southern California told "How Chemistry is Changing Our World." Dr. Joseph Kaplan of the University of California at Los Angeles, described "The Influence of Current Research in Physics Upon the Postwar World." "The Role of Biochemistry in the Peace" was presented by Dr. H. J. Deuel, Jr., University of Southern California, and Dr. C. H. Siemens of the Civil Aeronautics Administration, discussed "Aviation and Our Postwar World."

From these presentations the educators drew the implications for education which furnished the basis for a consideration of postwar educational planning. In an opening statement to the conference Miss Helen Heffernan of the State Department of Education said, "Only as education is closely related to the forward-looking trends in society can it truly perform its function of equipping youth with the knowledge, skills, and attitudes essential for full and responsible citizenship."

It seems certain that educators will find great challenge in the miracle-world which these men of science described.

One of the highlights of the conference was the sketching of the postwar world by leaders in the social sciences. Dr. Gordon Watkins, Dean of the College of Letters and Science of University of California at Los Angeles, presented "Economic Problems Confronting Postwar United States." An expert in the field of labor relations, Dean Watkins described probable developments and postwar attitudes of labor and management.

Bernard J. Lonsdale
President of
California School
Supervisors
Association, 1942-43

Roxie E. Alexander
Newly Elected
President of
California School
Supervisors
Association

Roxie E. Alexander, newly elected President of California School Supervisors Association, comes from an old California family of educators as well as pioneers. Her grandparents came in 1849 to Downieville, Sierra County, where Miss Alexander herself was born and received her elementary schooling. Her grandfather, George P. Hardy, was instrumental in establishing the first school in Sierra County in 1854. Her sister, Belle Alexander, was county superintendent of schools in Sierra County for thirty-two years, retiring in 1930.

Miss Alexander went to high school in Vallejo and took her Bachelor of Education degree at San Francisco State College. She has done graduate work at the University of California and at Teachers College, Columbia University.

Miss Alexander's teaching experience has been in rural schools, Sierra County; at Willows, Glenn County; and in Vallejo for the past twenty years as a teacher in junior high school, a teaching principal at the Farragut School, and Director of Elementary Education since 1939.

Carey McWilliams, popular author and lecturer, discussed "Sociological Problems Confronting Postwar United States." Mr. McWilliams, an expert on minority groups in our culture, told how the problem of minorities for which we had never devised solutions, were again changing because of war conditions.

Dr. Yu Shan Han of University of California at Los Angeles, proved to be an ambassador without portfolio and won many friends for his native China in describing the philosophy of the Chinese government. Dr. Adamantios Polyzoides, popular radio speaker and newspaper columnist, presented "The War and America's Destiny."

These social scientists proved conclusively to their hearers that "the old solutions" would not suffice and that we face a new world that demands all our ingenuity.

The Arts also had a contribution to make. Dr. Ralph Freud of University of California at Los Angeles, explained the place of "The Esthetic in Modern Life," and Dr. Arnold Schoenberg, "The Influence of Modern Music." A real treat for everyone was Martha Deane's presentation of "The Dance." Martha Deane of the University of California at Los Angeles faculty brought to the conference a group of her students and demonstrated in a most beautiful manner how the dancer "finds himself as a person and then happily submerges himself in the cooperating group." Thus we discover an old truth, as old as Greece, in fact, and apply it to the needs of twentieth century living.

Finally, a selected group of educators, with Miss Helen Heffernan as the discussion leader, analyzed the presentations of the scientists, social scientists, and artists, and selected the significant items for educational planning. This main framework of the conference, brilliantly conceived and executed by Helen Heffernan and Bernard Lonsdale, furnished inspiration and challenge to everyone.

In between times, every member of both associations was busy as a member of a workshop group. Standing committees which had been at work throughout the year conducted workshops as follows:

I. Cumulative Records and Reports.
II. Publicity for Education.
III. Curriculum for Early Childhood.
IV. Audio-Visual Aids in Education.
V. Framework for the Social Studies-Science Curriculum in the Elementary School.
VI. Research in Education.
VII. Problems of Rural Education in California.
VIII. Child Welfare and the Postwar World.

Each of these groups summarized its deliberations in a report given at the business session and furnished resolutions to the committee drafting resolutions for the whole association.

The Association of Supervisors of Child Welfare and Attendance concluded its meeting with a symposium: Youth Today—Men and Women of Tomorrow. Dr. Lillian B. Hill of the State Department of Education was the discussion leader of this final session.

The new officers for the California School Supervisors Association are: President, Roxie Alexander, Director of Elementary Education, Vallejo; First Vice-President, Wilma G. Cheatham, Director of Research and Reference, Contra Costa County; Second Vice-President, Dr. Richard Madden, Professor of Education, San Diego State College; and Secretary-Treasurer, Susie Erwin, Supervisor of Instruction, Mountain View and Whittier Public School Districts.

The new officers for the State Association of Supervisors of Child Welfare and Attendance are: President, Mrs. Maud M. Fithian, Supervisor of Child Welfare and Attendance, Sacramento County; Vice-President, Lawrence G. Thome, Director of Child Welfare and Supervisor of Attendance, Corona Public Schools; Secretary, Mrs. Florence McGehee, Supervisor of Child Welfare and Attendance, Woodland City Schools; and Treasurer, Roger M. V. Walton, Assistant Director, Department of Child Welfare and Attendance, Stockton City Schools.

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MERCED COUNTY ACTS TO PREVENT JUVENILE DELINQUENCY

In its October issue The Western Journal of Education carried an article on the work of the Committee for the Study of Juvenile Delinquency, set up by the Association of California Public School Superintendents. This article contained some general considerations on the causes of youth delinquency and on corrective measures which have been tried in representative communities. The following report shows how one county has developed a program to combat the problem of juvenile delinquency.

Merced County, under Superintendent C. S. Weaver, has put into operation a program for the prevention of youth delinquency which is built around the needs of the pupils and planned from three definite approaches.

First, Mr. Weaver is endeavoring to secure a county-wide program of cooperation by all religious groups and all persons interested in the public schools in the county, both in preparing and carrying out schools of religious instruction, under the recently enacted law permitting absence from public schools and attendance in weekday church schools for instruction in the Bible. This plan is being prepared by the organization of a county Inter-Faith Committee that is planning a definite program for such instruction under trained teachers in order to make the attendance at religious instruction schools interesting and profitable to all pupils who might be released from the public schools for that purpose. It is the plan to have such teachers, probably on a full-time basis, spend such a part of the day as may be necessary in one community, and then go to the next community for a class or classes there. It is hoped to enlarge upon this plan until the whole county may offer to the pupils in the schools non-sectarian and non-denominational instruction in church schools in which all Protestant groups in a community will cooperate in having one school of instruction in the Bible. The Catholic Church Group is planning to conduct schools for children of its faith. The same would apply to people of Jewish faith if there should be sufficient number of children in the various communities to warrant the establishment of schools of instruction in that faith. The foregoing program is being planned in the belief that the moral status of the youth of a community will be determined to no small degree by the religious training of that youth. Also, with the thought in mind that because many persons who are employed during the week in positions of more or less confinement use Sunday as a day of recreation and take their children away from the opportunity to attend church school, these people should welcome the opportunity for instruction in the Bible for their children during a weekday, and should give full cooperation in making the plan succeed.

The second part of the program for prevention of youth delinquency concerns recreation facilities for youth of school age and young adult life. To this end Mr. Weaver is giving every possible assistance in planning and carrying out a recreational program for youth which he hopes will eventually reach every community in Merced County. Having been a member of the Merced County Farm Bureau Recreation Department over quite

C. S. Weaver was elected to the position of Superintendent of Schools of Merced County in 1923, and has been re-elected to the position each term since that time. At present he is finishing the first year of his sixth term in office.

Prior to becoming Superintendent of Schools of Merced County he filled the position of Deputy County Superintendent of Schools in Fresno County under Superintendent Clarence W. Edwards who took office in 1919, and prior to that was vice-principal and manual training instructor in the Fresno City School System for a number of years. He had also been employed as a rural principal and teacher in Fresno and Merced Counties at the beginning of his teaching career. In addition to his school experience he was employed for a number of years as an accountant in a commercial position.

His early education was received in the public schools of Merced County, and he was graduated from the commercial department of the Stockton Business College, from the stenographic department of the Western School of Commerce, and the Normal School in Stockton, with subsequent training in the University of California and Fresno Teachers College.

It is Mr. Weaver's firm belief that the schools should be conducted for the benefit of all of the children who may be enrolled in those schools, and every effort should be made to encourage all pupils of school age to secure the best education their plans for life beyond school experience may require. It is his belief that any minor who is not offered such opportunities by the schools which he attends should be considered an underprivileged child; also that many of the so-called problem children would not be problem children if the schools offered them the kind of education they might desire or need, and if their learning situation were made attractive to them. Just now when there is a greater degree of juvenile delinquency throughout the nation than ever before in its history, Mr. Weaver feels that a special effort should be made not only to keep minors of school age in school, but to offer courses in the schools made to fit the needs of those minors as far as possible.

a period of years, he is convinced that adequate recreation facilities in any community will help very materially to decrease delinquency on the part of the youth of the community.

Mr. Allen Moore, Chief Parole Officer for the State of California, and Mrs. Charlotte D. Elmott, Director of Child Guidance in the Santa Barbara City School System, were engaged by the County Superintendent of Schools to address teachers of Merced County at the first session of the Institute. At that time they also addressed at an evening meeting a group of representative citizens from all parts of Merced County. Those asked to attend this meeting consisted of representatives of the school districts, Parent-Teacher Associations, service clubs, county and municipal officers, peace officers, ministers of the gospel, and leaders of various youth groups. They also addressed an open meeting of the Kiwanis Club. At a public meeting called a few evenings ago, a citizens' committee was organized to work with the Merced Defense Recreational Committee in planning for a full-time director of recreation for Merced and the surrounding communities. It is hoped to perfect an organization that will reach every community of the county with adequate recreation facilities for the use of youth and adult groups in the communities.

The third approach in the program for prevention of youth delinquency is in providing a more interesting educational program through the elementary and secondary schools of the county. Mr. Harry F. Wandling, for a number of years District Superintendent of Modoc Union High School and with considerable experience in elementary and secondary curriculum coordination, has been employed as Curriculum Coordinator and Youth Guidance Director. He will work with curriculum study groups in the secondary and elementary school field with the ultimate aim of making the adjustment from the eighth grade in the elementary school to the freshmen grade in the high school a little easier, and for counseling with the eighth grade pupils and eighth grade graduates to encourage them to continue in high school.

Mr. Walter A. Knapp, who has been employed as General Rural School Supervisor during the past fourteen years, is being given additional work as Supervisor of Child Welfare and Attendance and Guidance Director, working part time in each capacity. He will work along the same line as the Curriculum Coordinator, though his guidance program will be confined largely to the pupils of the elementary schools, so as to avoid as much as possible overlapping. A program curriculum study is being set up with study groups composed of secondary and elementary teachers in each of the grades in each of the seven high school communities of the county. It is hoped the culmination of the studies in which these groups engage will bring about a better coordination in the curriculum, not only between the eighth and ninth grades, but between each of the twelve grades; and by offering to the pupils in the various grades a program or programs that will make their school work not only more attractive and interesting, but will encourage them to carry on through the grades rather than to drop out at the seventh or eighth grade level, or when they have reached sixteen years of age. The curriculum coordinator, by making a comparative study of the courses offered in the various high schools, should be in a position to encourage the planning of courses in the high schools to fit the needs better of those pupils who do not plan to secure education beyond high school.

The schools are endeavoring to educate youth for participation in the life of the post-war era. Childhood and youth should be offered educational training in everyday life experiences that will help them to realize that every opportunity offered them in preparation for a better enjoyment of life should carry with it a realization of their responsibility to the nation and to the community, in order that all persons may equally enjoy the blessings that should be the right of every American citizen.

The California Polytechnic School began its forty-second year of instruction in the fields of agricultural and industrial education with registration of old and new students September 13. Although the number of regular students enrolled is the smallest since World War I the institution is functioning normally with instruction being given in every regular major subject and most electives by a reduced staff of nine instructors. Actually, however, the college has been able to retain its regular teaching staff almost intact as to date 13 regular Polytechnic instructors have been assigned to teach in the Naval Flight Preparatory School. In addition to this group, the Navy required an additional 19 new instructors who have been added to the staff. Instruction began September 14 for regular students and is proceeding without conflict with the Naval aviation ground school training being given on the campus.

STUDENT GOVERNMENT IN TULARE WINS NOTICE

The Cherry Avenue School in Tulare has a successful student government, modeled after Tulare City's charter form of administration, which has gained nationwide notice through an article in "The National Elementary Principal," twenty-second yearbook of the National Education Association's department of elementary school principals. This book is distributed to school leaders all over America.

The article, covering five full pages, is entitled: "A Realistic Approach to Student Government." It was compiled by Principal A. L. Pursell, in recognition of the efficiency and novelty of the style of student self-government used there.

Organizing student government according to the provisions of the Tulare city charter seemed a specially good plan since students are required to study various forms of city government. The suggestion for so organizing student government came, in fact, from a girl student who had just studied city government. Since its organization three years ago the new form of student government has been an unqualified success.

Tulare has the city manager type of government, with five councilmen, one of whom is chosen chairman of the group by vote of the others, and then given the title of mayor. The council employs a city manager who with council approval hires numerous city employees and supervises city business. In the Tulare schools' adaptation of this system the number of councilmen has been raised to ten so that there may be a councilman from each homeroom. The school mayor is chosen not by the council but in a general election.

The council chooses a city manager who then selects a police chief, superintendent of parks and playgrounds, a fire chief, a city health officer, and a city clerk.

The idea of the school being a city is carried out further through the use of the name, Cherry City. Much publicity has been given to the plan, and this has served to interpret the schools to the public. One of the local newspapers gives the school a weekly column, and many pictures of groups and their activities have appeared.

Library News

Edited by MABEL R. GILLIS, State Librarian

WHY ARE CHILDREN NOT READING?

By Rosemary Earnshaw Livsey, *Department Librarian, Teachers' and Children's Department, Los Angeles Public Library*

Confronted with the problem "Why are children not reading?" a group of parents, teachers, and librarians sat down together* to analyze the bewildering circumstances which in a short space of time had changed active children's libraries into quiet rooms, well stocked with books, but lacking the one ingredient to make these books function—the children.

Where were the children? Why were they not using libraries? What had so materially changed the pattern of library use to which we had all become accustomed and had found reassuring? To say "The War" was to shrug one's shoulders and leave the problem to the inevitability of fate. True, the insecurity and the confusion inherent in a world at war were large contributing factors which broke into the pattern of daily living and deterred children from the security of quiet pleasures which had been normal and satisfying to them. But that was only part of the picture.

Realistically we came back to the first question, but with a difference. What children were we discussing? Were the children who were now in our schools the same children who had used our libraries and found them good? Here was part of the answer. There was no lack of children—the schools were filled to overflowing—but the entire community was peopled by a shifting population of families that moved from one job to another. What stability was possible under the transitory condition of six months at one school, and three months at another? What security could the children build for themselves, when each new move meant another social group to fit into and new ways of living with which to become accustomed.

Previous Experience Examined

Had these children had previous experiences with books which were satisfying enough to hold through the difficulties of family unrest? Did they come from homes where reading was part of the natural pattern of family life? The answer to both questions was too often, "no, no time for books." Newspapers and comics were enough for the little time left from work, and as tired bodies and high-strung nerves demanded relaxation and recreation, the movies and the radio were gayer, more easily satisfying, and could be had without much effort or planning. These, then, were the children who were not using our libraries, to whom we must prove, not merely state, that while there are many substitutes that give pleasure, relaxation, and escape, if you will, good books fulfill these same functions in a superlatively better way.

We realized that we must not only know books, but that we must know these children thoroughly, and be able to talk with them, and understand their interests and know their problems. We recognized our part and responsibility toward the child who because of language handicaps, lack of reading skill, or physical disability, finds reading difficult. We, as librarians, were not equipped with the techniques necessary to help this child to learn to read, for this, we acknowledged gratefully and with respect, was the province of the school. Our responsibility was to build a friendly interest which would establish a close association between learning reading skills and finding pleasure in reading. Listening to stories told, looking at picture books, and knowing a friendly librarian are easy and satisfying experiences for the slow reader which will help to break down the formality of using books in the public library when he is ready for them.

The Child Who Can Read But Doesn't

We agreed that the child who can read, but doesn't, presented more difficult and challenging problems. To this child, with little or no pattern of reading in his home, who has found satisfaction in the comics, reading means little, and the formality of library rules, library buildings, and even librarians themselves was a deterrent rather than an attraction to books and reading. Wherever he had come from to live in our community he had brought with him some concept of school life, but too often no idea of what a library could mean to him. He had to be shown!

The third type of child stood squarely on his own feet, and out of the experience of his copious reading of the comics and the pulp magazines said, "See here. I like these and I want more like them. What have you got as exciting as these?" What else indeed, we asked, has the popularity, the instant familiarity, the up-to-dateness, the availability of the comic magazines? In what book is combined speed, humor, romance and violent action so satisfying to these over-stimulated young minds. To try to compete with sensationalism is to court defeat. We must understand and be familiar with these present-day substitutes for books, and with the children who read them; and find ways to utilize the interest stimulated by the comics which will encourage a broader interest in fine and permanent books.

A Trial Exhibit

We had an interesting experience which is an example of this. An exhibit was made of good books interspersed with comic magazines which carried the same story, or were on the same general subject. A strip on the incidents in the *Raft* accompanied the book. Red Ryder was surrounded by a group of western stories. The exhibit was gay and the interest immediate, though the chances were nine to one that the requests would be to take the comics rather than the books which stood with them.

After a day or two one of our boys who had been educating me into the relative merits of different comics brought in his point of view on the exhibit. He thought the whole idea was weak, and that the bright colored magazines outweighed the books in interest. "What you should do," he said, "is to use the cartoon, in a strip like the comics, to advertise books." He went to work and produced, for a period, a strip called Library Comics in which he used dramatic incidents from books he had enjoyed—John Tunis' *All Americans*, O'Brien's *Spike*, Howard Pease' *Tattooed Man*. Each week the strip used more books and books of broader interest. While the boy preferred to do books he had read himself and wanted other boys to enjoy, he felt his responsibility toward younger children, and toward girls "who read other books," he said scornfully. He and other boys kept the shelf above the strip well filled with appropriate books. Children and adults stopped without excep-

*Panel discussion, November, 1942, Los Angeles Public Library.

tion to read the strip and laugh at the broad humor of the jokes which were used as fillers. The strip accomplished its purpose in more ways than one, not the least of which was that it was a child's activity in participation and was recognized as such by the children with a hearty appreciation which made us realize their desire to do likewise.

The children whom we must know, then, included those who could not read, many more who could but lacked stimulus to do so, and those who read copiously but whose reading had not risen above the level of the pulp magazine. The encouraging factor in all this was that there was another group, too, of children who read good books with great enthusiasm not because they were available in libraries, or because teachers and librarians suggested them, but who read in spite of these factors, out of individual need and innate desire for books.

If any definite conclusions were drawn from this discussion they were to: Know children thoroughly. Enjoy them, and be able to talk with them. Know books thoroughly. Be conversant about them. Be able to make them so attractive to children that they will not be content until the books are in their hands. Know the present-day substitutes for books—the comics, the movies, the radio—and be able to build upon the interests they create in children.

Children Participate in a Library Activity

To have an opportunity to put these principles into immediate practice we organized a children's club which was an experiment in children's participation in planning a library activity. Our primary motive was to make the library a comfortable, familiar place to the children, to be associated in their minds with pleasant group experiences, friendly librarians, and with satisfaction in finding good, entertaining and stimulating reading.

The club was not simple to organize, of course, for it took much planning and readjusting of library-made minds to get even the idea into operation. We could not have been even a little successful if we had not had the cooperation of the teachers and principal of the school from which we were drawing the group of children. We planned the activity together well before school closed and held the club meetings during the summer. Three preliminary meetings were held at the school.

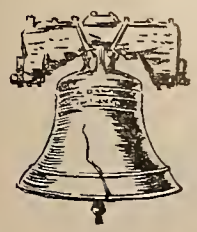
At the first meeting with the school faculty we faced the problem that the children in this neighborhood were not using the library, that the amount of their reading was negligible, and their taste in reading low. The teachers frankly acknowledged their lack of emphasis on outside reading and were equally frank in agreeing with us that we were not doing all that we could to interest the children. We discussed every plausible way to make books, reading and the library interesting, and put these ideas into immediate action. Every class visited the library. The children's librarian visited the classrooms and talked about books. The principal sent out a letter to parents emphasizing the need of guidance in the use of leisure time and urging parents to take their children, themselves, to the library. Teachers and children set up devices to stimulate reading. They painted pictures illustrating favorite stories, made clay figures, reading charts, note books to record reading, and organized reading clubs. The Book-of-the-Week club voted upon the best book reviewed at its weekly meeting. The Bookworm Club made a notebook to be kept at the Library for the children to use to keep individual lists of books they were reading.

Plans For the Summer Club

A second meeting was held at which parents, teachers, and librarians made plans for the summer club. Parents offered to bring groups of children from the school playground to the library on each club day. Thus the library club took its place in the recreational plans which were made for the vacation needs of the neighborhood children.

The last week of school we met with a small group of children who were already interested and who were potential club leaders. These children would, we hoped, act as yeast in creating interest among the other children in the club. The children organized themselves into a planning committee and made the first rough plans to present at the first meeting of the club at the library. They decided to suggest to the children that the club be made up of small interest groups, with a general meeting of all of the children at either the beginning or the end of the afternoon. They were preeminently in earnest! "We must be careful in elect-

(Continued on page 12)



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The Good Neighbor Series has for its editorial director Dr. John W. Studebaker, United States Commissioner of Education. In a foreword Dr. Studebaker states: "The implementation of an official 'good-neighbor policy' requires a greater understanding and a heightened appreciation of Latin Americans among the citizens of the United States. To this greater understanding and heightened appreciation the schools are under heavy obligation to contribute." Dr. Studebaker credits Sydney Greenbie, author of this series, with having "taken pains to help to see the South Americans as they see themselves." The color illustrations with which this series is so lavishly supplied, including many fine maps, are nothing short of gorgeous, and there are many attractive black-and-white illustrations in addition.

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WHY ARE CHILDREN NOT READING?

(Continued from page 11)

ing the first president," said Dickie. "First presidents are important. They have to make the first plans. Remember George Washington."

The club was successful. Suffice it to say that never has the Ivanhoe Room seen such continued and enthusiastic activity. Children came to paint, sew, read, dramatize or belong to a stamp group. The littlest children, the play group, and the dramatics group each gave a play of their creating. The sewing group and the play group made stocking brownies and scrapbooks for the children in the Nursery School. Each child had something to do, and enjoyed doing it. Books circulated. Parents attended the meetings. Membership grew from 30 to 60 children and was fairly constant in spite of weeks in camp. Plans were made at the end of the summer to continue club activities. This was the most genuine experiment in group participation that our children's room had ever known. It opened a field of unlimited possibilities for us in working with children, and for the children in enjoying the library.

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CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

"Marvelous Marin," the land that starts the other side of the Golden Gate Bridge and from mountain and hillside looks out over the waters of San Francisco Bay to Angel Island, Alcatraz, the San Francisco-Oakland Bay Bridge, and the seven hills, and more of storied San Francisco may never be the same again. Gone are the ferryboats that bore the commuters to Sausalito, torn up are the tracks of the third-rail electric line that ran from Sausalito to Corte Madera, Mill Valley, Larkspur, San Anselmo, and San Rafael. Gone is the narrow winding road that led from the ferry slips up the miles to the Redwood Empire. Gone is the disembarking of passengers from the Northwestern trains at Sausalito for the ferry trip across the Bay to the San Francisco Ferry Terminal.

These war years have brought thousands of additional people to Marin. Marinship at Sausalito, out of nothing a full-fledged shipbuilding plant with many ways and thousands of workers, juts out into San Francisco Bay where once sailing sloops were anchored. Farther up on the other side of San Rafael is Hamilton Field, Marin Bombing Base, filled with fighting planes and bombers and great numbers of men. Marin City has sprung up—a brown-barrack constructed city, whose buildings range up the grass-dried hills like the rabbit warrens of a Chinese treeless vista city. Come in these years since the building of the Golden Gate Bridge has been the broad highway of Route 101 that runs northward over lagoon and through hills with a huge overpass over downtown-San Rafael, a bottle-neck of intricate proportions for pre-war drivers. Still existent are the heights of the northern side of the Golden Gate, where the environs of Ft. Barry and Ft. Baker are scarified with too recent military roads with hints of hidden artillery. Still existent are the pictured homes on the steep slopes of Sausalito, and in the Redwoods of Mill Valley, and the luxurious woods of Ross, Kentfield, and San Rafael. Still looming up are the upper reaches of Mt. Tamalpais, whose sides from the distance are tri-angulated by up-climbing roads and fire-breaks. Still existent, though fighting for survival in such a hurly-burly of war and business, are the people used to an existence of calmness and serenity.

Education in Marin County has felt the impact of war more than any other social force in the county. Henry E. Greer, county superintendent of schools, and his staff have the problem of keeping up with the tremendous increase of enrollments, the finding of new teachers, the securing of money for the operation of schools that from communities of a few hundred souls have mushroomed to villages where the schools themselves total in enrollment many times the previous total population. His supervisors, Miss Eloise Mays and Miss Emily Rothlin, have the problem of supervising the education of great numbers of children who have been hurled into the county from every section of the United States, from every type of school and environment. Superintendent Greer is fortunate in these times to have as his deputy superintendent, Miss Martha M. Smith, whose decades of service in the county office have made her acquainted with all of the diverse problems of the county.

In addition, Mr. Greer has in the county schools a corps of principals and district superintendents who have had many years of service in the county and whose plants just previous to this war have been almost all newly constructed. Such is the case at Larkspur where Neil N. Cummins, district superintendent, has a fine new plant. Then, at Ross, Mrs. Letha F. Jenkins, principal, has a beautiful new elementary school just finished three years ago that in artistry of setting and landscaping is equal to anything in the United States. At Mill Valley Superintendent Roy R. Huffman has four schools, and one being completed now, that are modern in every respect. Superintendent Wade F. Thomas has charge of the San Anselmo, Fairfax, and Kentfield schools, a triumvirate of schools as delightful as the countryside in which they are built. Mr. Thomas is one of the oldest district superintendents in point of service in Marin County. He has for many years been a member of the County Board of Education. His schools have always been held to sound educational policies. His teachers do not have to go back to teaching reading and writing and arithmetic. They always have stressed them as well as the arts. At San Rafael Superintendent Oliver R. Hartzell has in his supervisory force a strong group of principals with many years of experience such as Clarence G. Herkner, Miss Della Davidson, Miss Kathleen Donnelly, Miss Margaret Murray, Miss Kathryn Murray, Miss M. Loreta Pacheco, and Edwin R. Wells. Then, at Mill Valley, is Tamalpais Union High School, where E. E. Wood is dean of the high school principals of northern California. At Kentfield is Marin Union Junior College, whose development and growth has been the work of A. C. Olney, since he left the State Department of Public Instruction for California.

Of all the school districts in Marin County that of Sausalito has experienced the greatest and most rapid growth. Here, Clifton L. Boyle, district superintendent, catapulted into the position only last September 10, is faced with problems of finance, teacher load, buildings, and everything else that goes with a ballooning system. Six months ago the Sausalito schools numbered 350 in enrollment; the last of October the enrollment was 1159, with perhaps hundreds more expected before the end of the school year. The new enrollments include children from every state of the Union and from many foreign lands. The great growth has been at Marin City, an area

adjacent to Marinship shipbuilding plant and in the Sausalito school district. Here a semi-permanent one-story school plant houses some 850 children. Teaching schedules run from ten minutes to eight in the morning to ten minutes to five in the afternoon. Many large grades are on half-day schedule; others in which the enrollment is down are on whole-day schedule. Twenty teachers have been added the past six months to take care of the enrollment.

Mr. Boyle runs two kindergartens in the morning and one in the afternoon. One hundred fifty children are being cared for in a Nursery School and Child Care Center, whose numbers are likely to be greatly augmented soon. The question of financing this tremendous growth of over 300 per cent in six months has been that of attempting to secure Federal Aid through the Lanham Act. Negotiations are now going on, and it is hoped by the time this is published the money will be forthcoming. If it is not, the Marin City school will have to be closed as Sausalito itself has not the valuation to carry such a sudden increase in school expenditure.

Mr. Boyle comes to his new position well-qualified to fill it. He has been continuously in public school work since 1916, with the exception of two years in service during the last war. He has been district superintendent of the McCloud and Oroville, California, schools and came to his present position from Taft, California, where for the past 12 years he was Director of Child Welfare and Attendance. He is a graduate of San Jose Normal School and has done considerable advance study at the University of California, University of Southern California, the State Colleges of Humboldt, Chico, and San Francisco, and at the College of the Pacific.

Since the year 1925 the San Mateo County Schools, California, have been under Miss Pansy Jewett Abbott, county superintendent of schools. Miss Abbott has the privilege of being superintendent of the county next down the peninsula from San Francisco, where a galaxy of such towns as San Bruno, Millbrae, San Carlos, Hillsborough, San Mateo, Burlingame, Menlo Park, Redwood City, Daly City, South San Francisco are the homes of thousands of commuters from the city. San Mateo County has ever been noted for its beautiful homes, its wooded hills, and the support it has given to its schools. In county course-of-study work the county school department is rated high by the universities of the land. This work has largely been under the direction of Mrs. Eleanor Freeman Collins, Director of Curriculum. About fifty monographs have been developed and mimeographed during the years for the use of the teachers of the county. These monographs contain units on the basic subjects as well as on interesting units of work. The developing of these monographs has been a co-operative effort of the teachers of the whole county. Mrs. Collins has selected representatives from the smaller county schools to work on these projects, and the superintendents of the larger systems have chosen from time to time representative teachers to participate in such work. These developments have been a natural and gradual growth, for when Miss Abbott began her county superintendency there were only about 200 teachers in the county, and now the number is nearly 1,000. Another interesting commentary on San Mateo County is that the County Board of Education is comprised of men who are superintendents of long experience in the affairs of the county schools. This board consists of such outstanding California superintendents as Henry C. Hall, San Bruno, president; Lester D. Henderson, Burlingame; Andrew L. Spinas, Redwood City; and R. L. Crane, Daly City.

Of the many delightful library buildings in California that of the Redwood City Public Library, one of the newest library structures in California, is most outstanding. The library building, in its construction and planning and arrangement, is the result of years of observation by Miss Wilhelmina Harper, the librarian, of just what should be in a model public library plant. The Redwood City Public Library is one side of the new Redwood City Civic Center. The building, of Spanish type in design, has a center entrance. To the left is a high ceilinged adult reading room; to the right is the John Gill Children's Reading Room, dedicated to John Gill, former superintendent of the Redwood City schools. Behind the main desk are stacks, librarian offices, and workrooms. The reading rooms, two stories in height, have huge windows to the south looking out upon petunia plantings and a green lawn. Lighting is indirect, and sound is deadened by Celotex and Acoustic plaster. Miss Harper is one of the most widely noted librarians in the United States, especially in the field of children's work. Before coming to California she was a member of the staff of the New York Public Library. She is the author and compiler of many books. With A. J. Hamilton she is the author of *Treasure Trails*, a reading series in six books published by Macmillan. With Miss Helen Heffernan and Miss Gretchen Wulfing, Miss Harper is a co-author of *The Golden Road to Reading* published by Benj. H. Sanborn & Co., a series in three volumes.

San Carlos, California, schools have this year been placed under the direction of Superintendent Ruth Melendy. This is Miss Melendy's first position in California. She is a graduate of the University of Oregon with the degrees of A. B. and M. A. Her training has been in the field of English, especially reading, and supervision. For the past three years she has been teaching in the Western Washington College of Education at Bellingham, Washington. Previously to that she taught in Connecticut in the Willimantic State Teachers College at Willimantic, Connecticut. She has one year of study at Teachers College, Columbia University, and a year at Stanford University, where she is on her way toward a Doctor's Degree in the Stanford School of Education under Dr. Paul R. Hanna. At San Carlos Miss Melendy has the opportunity to work in a fine community made up primarily of better class homes. The growth of the community has been phenomenal during the past two years. A battery of new classrooms were completed last spring; they are brim to overflowing now and additional room is needed. Miss Melendy will have an opportunity to show fine executive leadership in this growing community.

Earl R. Kuhn, superintendent of the Millbrae, California, schools, is in his twelfth year in one of the finest urban communities in San Mateo County. His system, consisting of three schools, has increased greatly during his stay at Millbrae, and during the past two years the schools have increased to capacity. The Millbrae Intermediate School, completed a year or two before the attack on Pearl Harbor, is one of the most modern and up-to-date structures in the peninsular area. Of Spanish type in architecture it nestles against the hills back of Millbrae and is surrounded by high class homes of commuters from San Francisco.

Western School News

Edited by MORRIS WAGNER

NEWS NOTES

Lester D. Henderson, superintendent of the Burlingame, California, schools and former Commissioner of Education for Alaska, has this year acquired the services of Robert M. Moore as supervising principal for two of his schools. Mr. Moore comes to Burlingame from Santa Clara, California, where last year he was principal of the Fremont school. Before that he had taught in the Santa Clara high school. Also, Jack Chappell has been secured from Lomita Park to be principal of the Washington school, where he will devote half-time to supervision and half-time to teaching.

Henry C. Hall, superintendent of the San Bruno Park, California, elementary schools, is now in his twenty-first year in his present position. With the growth of the peninsula towns San Bruno has kept pace. The past two years has seen a 25 per cent growth. Enrollment is now up to 1125 in three school plants. One of the notable things in relation to the San Bruno community is that the citizens believe in a pay-as-you-go plan for the support of their schools to the extent of sponsoring such a program in relation to their building program. In 1941 the community voted a five-year levy of $1.50 per hundred for the construction of a new school plant. At the time of Pearl Harbor one-third of a new school had been practically completed. With the freezing of materials of construction the completion of this school has been postponed to the end of hostilities. But the money is still being collected and being kept so that by 1945 money will be in the bank for the completion of the project. The one-third of the new building completed consists of a wing composed of a battery of nine classrooms. To be finally constructed is another wing and a center consisting of auditorium-gymnasium and offices, etc. On account of the recent growth children have had to be placed again in the old central school building, which was to be abandoned on the completion of the new school. Mr. Hall is also President this year of the San Mateo County Board of Education.

Textbook Companies throughout the United States have been one of the most vital factors in getting educational ideas into operation. A teacher, or superintendent, or a professor has a worthwhile idea, but it is the textbook company that, by putting this book into print and through advertising and salesmanship, makes available to the whole country the best of educational practice. The competition of the companies in getting good practice across has done much in the upbuilding of education in the United States. If it were not for these companies that make available texts at reasonable costs, the educative process would not be as far advanced as it is. Yet, there are those in high places who place obstacles in the way of publishing texts, of getting published materials before the schools of the land, and of making it increasingly difficult for the textbook companies to continue in business. Many persons high in the field of education are voicing the theme, "What benefit if we win a war and leave one or two generations uneducated and unappreciative of a finer civilization?"

The California Bookmen's Association held its annual election of officers at the Whitcomb Hotel, San Francisco, this last October during the California Superintendents' Convention. Around 60 per cent of the bookmen of the state were present and discussed problems pertinent to the group. The adverse rulings on gasoline mileage were discussed, and it was agreed that the mileage permitted in this large State of California permitted only the minimum of book presentation and made textbook work almost impossible. Officers for the ensuing year were chosen, and they are as follows: President, E. R. Colvin, Silver Burdett; Vice-Presidents, Edgar M. Wilson, D. C. Heath, and A. H. Goddard, Scott, Foresman; Secretary-Treasurer, J. E. Leslie, Macmillan; Directors, E. F. Burrill, Ginn, F. H. Dobbin, Scribner's, Harry L. Kaiser, American Book, Ray H. Loomis, Houghton Mifflin, A. Merle Matter, Winston, and Charles B. McVey, D. Appleton-Century.

A Department of Institutes has been established as a seventh service of University of California Extension, announces Dr. Baldwin M. Woods, director. Dr. J. Harold Williams, director of Summer Sessions and associate director of University Extension, will administrate the newly organized department. The Department of Institutes will provide general discussion between experts and professional or lay people on subjects much in demand. Since the procedure will be in the nature of a refreshening program, courses will stress application. With this practical, vocational aspect in mind, the intention of University Extension is to bridge the gap between academic theory and actual practice.

Some of the institutes under consideration for the immediate future are refresher courses in social service, public health, medicine, engineering, teaching, and postwar reconstruction.

Albion H. Horrall, superintendent of the San Mateo elementary schools, now in his third year at San Mateo, is in the swing of a well-developed educational program. This past year the central administration building at 120 North Ellsworth Avenue has been rearranged for administrative offices and meeting rooms for teachers and parents. This building, wooden in structure, reminds one of New England and its Cape Code homes. In the field of supervision Mr. Horrall is carrying on a three-fold program with parents, children, and teachers. Each month he has a meeting with a representative gathering of each of the three groups. The P. T. A.'s of each school elect a representative to confer monthly with Mr. Horrall. The teachers of each school do the same, and the pupils of each school send either the student body president or someone else to represent the students. In this way Superintendent Horrall is able to get the feel of the community from all of the three sections vitally interested in education. It also gives him the opportunity to initiate programs with the knowledge that the three sections concerned are able first to present to their groups what is programmed. By finding what the pupils and parents are thinking about he is able to make suggestions for improvement that seem almost uncanny to his teachers. Mr. Horrall is one of the outstanding educators in California. Originally from Indiana, he was for many years assistant superintendent of schools of the San Jose public schools, in charge of elementary education where he did outstanding course-of-study work. He is also a member of the State Curriculum Commission of Califor-

nia, the greatest factor in the State in the fashioning of educational policies through its recommendation for the adoption of textbooks. Mr. Horrall does not believe that a pupil can acquire knowledge without work and study. Consequently, the San Mateo elementary schools are stressing home work in the upper grades. He does not believe that the assignments should be oppressive, but he does believe that such assignments do cultivate the proper attitude toward work and that they do improve the habit of study.

LORAINE BIRONG, formerly with the F. A. Owen Publishing Company, has recently become affiliated with Lyons and Carnahan. Miss Birong has been in the publishing business since 1936, when she joined the F. A. Owen Company to work their Wisconsin territory, later being transferred to California. A graduate of the University of Wisconsin, Miss Birong taught for several years and then did post-graduate work at the University in Science, Health Education, and in the School of Medicine. After this training she did bacteriological work at the Wisconsin State Hospital and at a private clinic at Madison. She went on to give Health Education Training for seniors in the State Teachers Colleges in Wisconsin, and other teacher training institutions there, under the joint auspices of the State Department of Education, the State Board of Health, and the Wisconsin Anti-Tuberculosis Association. The intensive course she gave, "Teaching Teachers How to Teach Health," was for seniors who were ready to go out into the teaching field. Miss Birong also worked out county courses of study on health education and did lecture work on health at grade and secondary schools, school board conventions, teachers institutes and Parent Teacher Association meetings.

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HUMAN INTEREST ON "THE SCHOOL FRONT"

By PEARL A. WANAMAKER
Superintendent of Public Instruction, State of Washington

Here is a story typical of the American ideal of the American boy and the American teacher. It is by Pearl A. Wanamaker, Superintendent of Public Instruction for the State of Washington. Mr. Marsh, the editor of the "Washington Education Journal," in granting permission to use the story, and in replying to our comment on the value of human interest stories in educational magazines, replies, "It's our notion that we need a little more sentiment in the field of education than we have. We are becoming so very scientific, practical, and money-minded as a profession that we need more material to put heart into our service."

I met Jim Haynes the other day.

You don't know and wouldn't remember Jim, but I knew him and I remember him well. There was a time when I remembered

Pearl A. Wanamaker

him most of my waking moments and some of my sleeping ones as well.

Jim was nine when I knew him; freckle-faced (those little dark brown freckles spattered across a blunt-tipped nose); level grey eyes that dared an arithmetic problem and the teacher administering the problem with equal audacity; and an unerring aim with spitballs. Jim was in my room when I taught the fourth grade, and he was one of those boys one doesn't forget.

He did all the customary things thought up by the nine-year-old with a lively imagination and keen mind. He managed to get himself into and out of mischief as rapidly as a chameleon changing colors. But we were firm friends and remained that way.

He used to appear occasionally with a cut lip or darkened eye and a sheepish grin. Not from him but from some of his pals would we discover that he gained those mementos in neighborhood battles where some "bully" had provoked his wrath by "picking on" a younger child.

I suggested once that perhaps he was a trifle too ready to accept these gages of battle and his response was typical, "Aw heck, you can't stand around and just watch them dish it out. You gotta help the darn little guy."

Jim is 21 now and since 1941 he has been helping "dish it out." I saw him when they unloaded hospital trains with marines back from New Guinea. He looks older than his 21, but when he spied me and that characteristic impish smile flashed over his face he was the same lad I taught in the fourth grade.

Every teacher knows the lump I had in my throat; hundreds and thousands of teachers throughout the nation are having similar experiences daily. And daily we renew our vows of allegiance to the teaching profession.

They may be undemonstrative and inarticulate—those little boys we always remember; but when they maintain throughout their lifetimes they "gotta help the darn little guy" we are proud to have contributed to their education and the crystallization of their ideals.

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Youth and "Today"

Vierling Kersey of the Los Angeles City School Department is Superintendent of the third largest school system in the United States, one which has perhaps a wider range in racial population and changing school attendance than any other city in the nation. The area of the Los Angeles City School district is some 1,140 square miles, which is about two and one-half times the size of the city proper. Total enrollment in November, 1943, was 315,580, of which 154,455 represented kindergarten and elementary schools, and 119,327, junior and senior high schools. The overwhelming turnover in the schools of Los Angeles, and the influx of youth from all levels of society, give Superintendent Kersey, who is very close to his schools, a unique opportunity to evaluate youth today. The following article by Mr. Kersey appeared in the November issue of the "Los Angeles School Journal."

There is no need to spend much space here telling you about the many agencies, groups, and interests who are now talking and thinking about youth and "today." A most important phase of the youth-today situation is the thinking and the action which youth itself is manifesting in itself. Youth is sharp enough to understand what is up when there are so many adults expressing themselves about youth. Youth knows that situations similar to the present one have arisen before. Youth hears and reads that it is a prerogative of adults to worry about youth. Now in this "today," youth is doing much thinking, planning, and organized acting about itself, its problems, and youth trends.

Every school student body, especially junior high, senior high, and junior adult school groups, is at work. More teachers than ever before are doing work in school, out of school, in communities, and in agencies in behalf of youth. Teachers and what teachers do are the most successful aspects of youth leadership. No progress, so far, has been so successful that we can draw final conclusions. Yet some observations are so impressive that what is obvious, thus far, may be helpful to those of us who plan with and for youth in the future.

Here are some supported personal observations gleaned from what youth has done about its "today."

1. Maliciousness and premeditated wrongdoing on the part of youth are not increasing. However, mischievous, daring, undirected, or misdirected expression of mental or physical energies is increasing. Casual attitude toward ordinary, simple, and usual responsibilities is extensive. Youth unable to adjust to new, changed, or relaxed environments is definitely increasing in number. Remoteness of parental and/or constructive adult influence and bad example is the reason.

2. As youth undertakes its own problems, it seems invariably to seek for and turn toward adult leadership and guidance. In a time of increasing need for available adult leaders, youth finds a decreasing supply of and often a decline in willingness to help.

3. The one factor with which adults need to have greatest concern, as youth turns to the solution of its own problems, is youth's tendency to veer to the dangers of too much direct action, too much revolution, too little willingness to improve by evolution, to much reorganization, and not enough reorientation. This situation is a mark of the dynamic nature of youth. Youth wants actions, results, and plans that work right now.

4. Youth acknowledges the conservatism of father, mother, and teacher, which youth all too hastily and frequently opposes, debates, and decries. It is usually not the conservative ideas and plans of adults that are wrong with our youth, but the ways and the authoritarianism with which adults express them. The thinking of youth and adults does not differ so much but the devices, methods, and expectations do differ. It is usually not a difference of end point so much as it is a rate of travel and route to the goal.

5. Youth constantly reminds us never to forget that youth is impetuous, dynamic, revealing, more good than bad, and even more good than we were good at the same age. Our plans for youth must be full of, "Let's"—let's go, let's do, let's plan; full of making—things, plans, friends; full of portraying by drama, movement, teamwork, competition, noise, demonstration, and experiencing. Youth is a being-together, being-with, being-at, and being-what-it-wants-to-be kind of person.

Success with youth, for youth, and for us is the result of joint effort by youth and us. Teachers, coaches, administrators, parents, and youth seem to agree on this. The "today" of youth is *our* "today" *for* youth.

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GREENHORN MOUNTAIN INSTITUTE

By Leo B. Hart

Kern County Superintendent of Schools

Imagine, if you can, a County Teachers' Institute where the teachers come voluntarily; dress in overalls, slacks, swimming suits, shorts, or house dresses as they like; play games, ride horses, swim, hike, dance, and attend "sessions" as they please.

Every one of the three days spent among the pines on the summit of Greenhorn Mountain is crowded with activity. Everybody, young and old, men and women, administrators and teachers, let their hair down and have the time of their lives.

Before breakfast every day the early morning sketching tour finds twenty or thirty of the group on the march to a beautiful spot where the first rays of the morning sun streak through the trees in brilliant shafts of light that focus on the object of their hike—a cabin on the hillside, overlooking a beautiful valley. Here they pause for a half hour of self-expression.

Faintly they hear the bell at camp ringing out "first call" to set life astir and launch a day of unforgettable events. There is a rush for showers. The long washstand is crowded by tousle-haired girls, sans lipstick and rouge, sans powder and paint, jostling the lather-smeared, bewhiskered sex in good-natured manner amid much wise-cracking and light-hearted banter as sleep is washed from bleary eyes in anticipation of a day of fun and fellowship.

Breakfast is steaming hot, the dining hall is filled to capacity, and tables are laden with fruits, hot and cold cereals, eggs and bacon, coffee, milk and hot biscuits, honey, jellies and jams. It's home cooking served family style. The finest caterers in all the county have accepted "Greenhorn" as an annual assignment, and every meal is a boon to the weakest appetite, steaks and hams, chickens and roasts with all the trimmings. It's the way to the heart of hungry teachers.

Courtesy of Kern County School Bulletin

Then, appetites appeased, they pour from the hall. Games are soon in progress; horseshoes and volley ball are popular co-educational sports. Swimming in the icy waters of the pool lures only the hardy souls. The daily bird-walks with Mrs. Lofberg, the author-naturalist who knows the birds of her mountain home, are soon in progress. Groups gather on the porches in the halls and around the tree stumps to engage in conversation. The air is charged with the feeling of complete freedom, affability, and contentment.

At eight, the bell on the tower clangs out first call to "sessions." A group gathers at a table under the trees with Dr. Spencer from Claremont Colleges for a session on the teaching of mathematics. Dr. Gertrude Witherspoon, of San Jose State Teachers College, greets a crowd in the dining hall anxious to learn of new ways of interesting children in the field of science. Walter Morgan, Assistant State Superintendent of Public Instruction, addresses a group of administrators gathered in front of the fireplace in the recreation building. In a cove near the kitchen, Dr. Rich, of the County Office, and his panel group are soon in a heated discussion with their audience on child guidance. Elcy McGovern, Glenda Liddell, Helen Dooley, and Hazel Blair, supervisors from the Superintendent's office, are meeting with groups interested in reading, social studies, art, and music. The sound of machinery in motion indicates the location of the "chop" session. In a dimly lighted room Jim McPherson endeavors to enlighten his group on the advantages of motion pictures as a teaching aid. Strangely enough the grounds are clear, everyone has gone to a "session," and he doesn't have to.

The day passes too quickly; dinner is over and the crowd streams toward the recreation hall where Mary Bell Smith, Physical Education instructor from Fresno State College, takes charge of the first round of the evening's punishment. Square dances, Vesuvience, Virginia Reel, and rhythmic games wear the weaker ones down and clear the floor for social dancing. At midnight, those who are still on their feet stagger off into the darkness. They're gone on the "midnite hike" over the hill and down the meadow trails through Stygian darkness. At two o'clock in the morning the bell on the tower announces their return—but only

At top, Dr. Peter Spencer of Claremont Colleges is shown conducting a discussion on arithmetic. Below, teachers engage in music activity with rhythm instruments under the direction of County Music Supervisor Hazel Blair.

the sturdier spirits of the camp ever know the truth about "the midnite hike."

One evening is set aside as fun night, an event which finds education at its lowest ebb and the educators on their worst behavior. Jokes are corny and plentiful. Costumes are crudely fashioned of improvised materials. Some scanty and risque, some clever and amusing. Now and then an act approaches the acceptable in Thespian art but by and large it's a night when fantastic frivolity is unleashed and rampant with no regard for propriety. The spirit is the thing, and what a spirit abounds.

This unique institute has been held annually the last four years in the County-owned Girl Scout Camp, Yenis Hante, the week before school opens. Camp Yenis Hante accommodates 130, and each year the cabins are filled to capacity.

Each teacher pays a dollar and a half a day into the Greenhorn Institute Fund, for board, lodging, and transportation. Lecturers and speakers are paid the regular fee in addition to their keep. Teachers get one unit of institute credit for each day they are enrolled in the camp. One needs to attend but one such institute to get a sense of the value of such a meeting. Lasting friendships are made—teachers, superintendent, and supervisors meet on common ground. I wouldn't trade the values of Greenhorn Mountain Institute for all the other 100 sessions we hold during the year.

Contra Costa County gains in school attendance lead the state, being far greater in actual number than those of other growing counties, the state A. D. A. reports for 1942-43 indicate. The gain in Contra Costa schools over 1941-42 was 5,465, Solano County's gain (second in size) was 1,806. Contra Costa still shows a gain in high school attendance for the year, being one of only four counties whose A. D. A. did not drop. The drop in secondary school attendance is general and large over the state as a whole.

Programs For Post-War Improvement and expansion of school plants are in actual preparation in a growing number of California school districts. The following school districts, to mention only a few, have already requested the Division of Schoolhouse Planning for specific services in connection with their projected programs: Carmel, Fresno, Fullerton, Kern County, Modesto, Monterey, Needles, Redlands, San Bernardino, San Mateo, and Stockton.

A FIGHTING SCHOOLMAN DIES ON GROUND HE CONQUERED

The following story of the heroic action of one fighting schoolman is reprinted through courtesy of "Bill" Chandler, editor of the "San Francisco Chronicle," from an article by Herbert L. Matthews. It should be noted, however, that John R. Patterson had been a principal of a school in the Phoenix School District rather than superintendent, as stated in the article; this is confirmed by the Phoenix Board of Education.

When brave men die their deeds should be recorded for those who live. The body of John R. Patterson, superintendent of schools of Phoenix, Arizona, lies on the summit of Mount Oliveto south of Ponte in the Matese range of the Apennines.

It lies there by right, because Superintendent Patterson became Lieutenant Colonel Patterson, battalion commander, and he led his men to conquest of Mount Oliveto in a maneuver that crowned with brilliance a brief but distinguished military career.

Before that, Patterson had been given seven distinct military missions to perform since "D-Day" on the Salerno beachhead, and he carried every one of them out successfully with the phenomenally low total casualties of seven men. He was one of those "amateurs" who happened to be born with a genius for soldiering, and in a sense those qualities which made him a good teacher also made him a good leader of men.

The Last Mission

Oliveto was his last important mission. It is a dominating hill from which the Germans commanded the road to Ponte. There could be no advancing until the height was taken and a combined operation with Patterson's battalion supported by tanks and artillery was planned. The artillery did its stuff but when the tanks went in they found the enemy's observation from that height was so accurate it would have been suicidal to go on. The Germans had a battery of 88s up there, with machine gun nests and infantry centered around a sort of saddle in the hill.

Patterson would have been justified in holding back until a larger force could be assembled for the operation, but he never had failed to carry out a mission before and certainly he never had turned back.

He went out with a patrol and studied the terrain. There were two gullies which rose on either side of Oliveto to the heights above that saddle where the Germans were concentrated. If they could be reached it would not be the Nazis but the Americans who commanded the higher positions and the issue would not long remain in doubt after that. It was worth trying.

Oliveto Was Taken

And so Oliveto was taken—a feint at the center while under cover of darkness the main force climbed up those gullies to the high points, then swung down to take the Germans on both flanks. It was such a surprise they captured those three precious 88s before the enemy could spike them.

Not a single American soldier was killed or wounded so Patterson's total now was eight missions, seven casualties.

Ponte was taken and the regiment moved north. On October 2 Patterson with two non-coms was walking along a dirt road that skirted a rocky cliff. Behind was his orderly and another soldier. The whole company had just passed over that spot but mines are fickle things. It was the orderly in the rear who tripped the wire. The explosive charge had been placed in the rock. It killed Patterson and the two non-coms and wounded both soldiers.

The story of Patterson was told at division headquarters by the man who had been his best friend—Chaplain (Lieutenant Colonel) William E. King of Kansas City. It was Colonel King's sad duty to take the body of his friend back to the summit of Mount Oliveto for burial. Weeks before Patterson had said to him, "I'll give you a good text for a sermon." Colonel King used the text at the burial service: "Take the high ground and the enemy will run."

Sam Cohn, former Chief Deputy State Superintendent of Public Instruction, who retired from that position in 1942, is now in Contra Costa County Schools. He has accepted a position with the Antioch schools as principal of the night school and attendance supervisor for the duration.

General Dwight D. Eisenhower, commander-in-chief of the Allied forces in the Mediterranean, sent the following wire to his brother, Milton, associate director of the O. W. I., who had asked whether he should accept the presidency of Kansas State College: "Take it. A large part of the kind of peace achieved after this war rests on the principles laid down in American schools."

Library News

Edited by MABEL R. GILLIS, State Librarian

THE LIBRARY AND GLOBAL SHRINKAGE

By Mrs. Alice J. Frederick
Librarian, Tehama County Free Library, Red Bluff, California

In this strangest of strange worlds of ours, where we are now accustomed to clothes and fabrics that no longer shrink and that are even guaranteed not to shrink, we find that we must apply the "allowance for shrinkage" no longer on a small scale but on the grand one—that of the globe itself. Every one who reads one or more of the national magazines is aware of the air line advertisements which emphasize so well the fact that it is only sixty hours at most from any local airport to any other point on the globe: in fact, one of these advertisements even dares you to "try to find a spot that's more than 60 hours from your local airport!" When man can travel very nearly with the sun around his world, he finds himself at this moment in his history when he must make a vital adjustment to his all too suddenly shrunken planet.

We of the Tehama County Library are touched but little by the new glamour of the world—we have no vast new hordes of industrial workers some of whom might wish information on their sparkling tools of industrial wealth; we have no enlisted or commissioned groups of men or women in the armed services whom we might feel patriotic in serving. While we do not have the problems that vast numbers of new people bring with them we do have the very distinct problem of trying to make our services more vital to the people who quietly remain to serve in this predominantly rural county. As a result our policy in all of our public relations this year has been to help any group we can contact to a better understanding of the new global environment which the air-age has brought to man.

Use of Maps In Making Services Vital

To give a quick visual impression to a mixed audience that one need no longer sail on the sea or over it to get around the world, but that one may fly over the north pole on a straight line to India or diagonally out to Australia, there are several new air-age maps of very distinct value. The globe itself, of course, can not be surpassed, but too many adults are too long accustomed to looking at the globe in terms of sailing on the oceans represented. To counteract this deep-set impression, the newly designed wall maps are of inestimable value.

To illustrate a brief talk most vividly, or for an exhibit where space prohibits much explanatory text, we prefer the Casson Polar Projection Map; for though the southern hemisphere is star-shaped beyond the outer circle of the equator, there is less obvious land distortion than in the maps where the whole world is flattened within the circumference of a single circle. Ideally if space is available for a wall exhibit, four maps would complement each other to give a complete picture of our shrinking world. These four could be: the Casson Polar Projection, a world map within one circumference (Rand McNally: World Map for the Air Age), an equal area map where the distortion unavoidable on a flat surface comes in the ocean areas (Rand McNally also publishes this), and lastly a Mercator Projection which will always have its value for the ships that sail the seas.

In our spring exhibit at the J. C. Penney store in our county seat, we contrasted a wall Mercator Projection with the Casson Polar Projection; and of course we used our latest book jackets which touched on world areas then in the news. We all felt quite pleased that our exhibit which was to remain for two weeks was allowed to stay for four!

Popular Reading Tastes During Crisis

That popular reading tastes have had some part, however large or small, to play in our national unwillingness to accept the fact that our world has shrunk under the importance of its atmosphere overhead is easy to see when one looks at what was being read at any one of the recent times of crisis. Just as we have been slow in using a map for the air age, so too have we been loathe as a nation to dig in for a reading survey of our sorely beset world.

As Frederick Lewis Allen, in his article *Best-sellers: 1900-1935; the trend of popular reading taste since the turn of the century* (*Saturday Review of Literature*: Dec. 7, 1935, p. 3) and Bennett A. Cerf in his, *Books That Shook the World* (*Saturday Evening Post* Ap. 3, 1943, p. 19) both point out, *Pollyanna, the Story of a "Glad Girl"* had its tremendous popularity in the early years of World War I. Through articles such as these two, and through either the annual list of best sellers of the year as published in *Publishers' Weekly* or the library lists of the most popular books as compiled in the *Wilson Library Bulletin,* there is a wealth of material available for popular talks. We find our people have enjoyed this type of material not only because the bitter-sweet of nostalgia for a by-gone day is always good, but because people are interested in anything that casts some light on causes and effects in our present predicament.

To look back just a little while, in the year that the world had perhaps its last chance to save itself from its present tragedy at a price at least something less in "blood, sweat, and tears" than must now be paid, in the year that Japan resumed her campaigns in China with her attacks in July of 1937, the most popular book of non-fiction in this country was by far and away (729,000 copies were sold in 1937) Dale Carnegie's *How to Win Friends and Influence People. An American Doctor's Odyssey* (Heiser) was second on *Publishers' Weekly's* list, followed by *The Return to Religion* (Link), *The Arts* (Van Loon), *Orchids on Your Budget* (Hillis), *Present Indicative* (Coward), *Mathematics for the Million* (Hogben), *Life With Mother* (Day), *The Nile* (Ludwig), and *The Flowering of New England* (Brooks). Good titles, some, others not so good—but hardly the most popular non-fiction one could wish to see lead all comers in a time of crisis.

Best Sellers in 1938

In 1938, the year of "peace for our time" at the debacle of Munich, we were still isolationist in action, and our reading tastes reflected our feelings. We did good reading in non-fiction, but we were not yet ready completely to face the issues. We bought: *The Importance of Living* (Lin), *With Malice Toward Some* (Halsey), *Madame Curie* (Curie), *Listen! the Wind* (Lindbergh), *The Horse and Buggy Doctor* (Hertzler), *How to Win Friends and Influence People* (Carnegie), *Benjamin Franklin* (Van Doren), *I'm A Stranger Here Myself* (Nash), *Alone* (Byrd), and *Fanny Kemble* (Armstrong).

The crucial month of August, 1939, found people buying a more international

list of non-fiction with: *Inside Asia* (Gunther), *Not Peace But a Sword* (Sheean), *Days of Our Years* (van Paassen), *Reaching for the Stars* (Waln), and *Wind, Sand and Stars* (Saint Exupery) leading all others.

Last year, the year of 1942, when at last we knew we could not escape the consequences of history, when we had to realize that we could not lick the Jap in six weeks, we were willing to read about our world, yet demanding a little of the leaven of humor—and so we turned to: *See Here, Private Hargrove* (Hargrove), *Mission to Moscow* (Davies), *The Last Time I Saw Paris* (Paul), *Cross Creek* (Rawlings), *Victory Throuh Air Power* (de Seversky), *Past Imperfect* (Chase), *They Were Expendable* (White), *Flight to Arras* (Saint Exupery), *Washington Is Like That* (Kiplinger), and *Inside Latin America* (Gunther).

We used this material from the first World War to date at our talk at the County Teachers' Institute in the spring, and it proved to be well received; in fact nothing would do for one of the members of the Lions Club but that it be repeated that week at his club.

However interesting and appealing to us the old-lavender fragrance of remembrance may be, such material as this can only give us a passing glance at what we were doing when important things were being done to us. No list of books most often bought or borrowed can tell us how often those books were or were not read, nor can such a list at all evaluate the influence of a particular book. We do know, however, that the reading taste of the general public was not always as serious and thought-provoking as we could wish in times that were calling for profundity. For our particular and immediate purposes, we prefer to use the lists of most popular books bought rather than those borrowed from libraries; for then we are a little removed from the influence of the library and can get results from other social forces acting on popular choice.

We do feel most strongly and try to emphasize whenever possible that the educational forces and influences should do their utmost to prevent popular reading tastes ever from slipping and shuddering back to sheer escape literature and to keep people seeing this world as a globular unit, not as one continent in one half of one hemisphere.

NEWS NOTES

The San Bernardino County Library School Department has issued a library letter entitled "S. O. S.—Save Our Books." It is a special bulletin prepared under the direction of Dorothy Traver, head of the School Department of the County Library. She and her committee analyzed the most frequent ways in which books are damaged and lost, and Mrs. Vivien Trout made line drawings to illustrate each point. Another committee member, Francis Alexander, has been giving a ten-minute talk before school groups, explaining how to care for books and emphasizing the war uses of paper which have caused the paper shortage. This shortage in turn makes books harder to obtain and to replace. The San Bernardino County Library is anticipating good results from this campaign for the care of books in the schools.

In observance of Book Week the San Bernardino County Library joined with the City Library and the Business and Professional Women's Club to sponsor an evening's entertainment by Wolo, popular children's author-illustrator.

As Chairman of Home Reading for the Ventura Parent-Teacher Association, Miss Elizabeth Topping, Ventura County Librarian, is offering a study course at the library early next year. Some of the topics to be discussed are Modern Fiction For Children, Travel and History For Modern Children, The Place of Poetry in the Home Library.

Mildred Burch, formerly a member of the Ventura County Library staff, is the new librarian of Trinity County. Miss Burch began her work as county librarian at Weaverville on November 15.

Two children's rooms in libraries recently enlarged and reopened have been named for the former librarians of the respective libraries. One is the Frances Burns Linn Children's Library of the Santa Barbara Public Library. The room used for this department was made from the former lecture rooms and will be used for the children of both city and county. It has its own outside entrance. The room honors Mrs. Linn and her long service as head of the Santa Barbara City and County Libraries. In San Luis Obispo the newly renovated children's department has been named the Kellogg Room in honor of Mrs. Abbie S. Kellogg who retired in 1941 after 25 years of service as librarian there.

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Book Reviews

From Harper & Brothers

GROUP EXPERIENCE by Baxter and Cassidy. Price $2.50. Well under way before the entrance of the United States into the war, this book is the authors' answer to the need accentuated by the war for more cooperative interdependent living within American communities. In their recommendations for democratic living within communities the authors make an earnest plea for teachers and social workers to cooperate in intelligently planned community services with each neighborhood schoolhouse as the center for such community services. Though the book is addressed to prospective teachers and group work leaders, it should prove stimulating also to lay and community leaders.

Dr. Bernice Baxter

Dr. Rosalind Cassidy

Procedures of group leadership have been outlined with numerous suggestions included for implementing these procedures. Study is made of actual experiences with group leadership in such typical situations as city block organization under the Office of Civilian Defense, and summer camp activities under trained leadership. In addition to described situations in which groups function within the community the authors have included a few carefully selected programs of teacher education of which group leadership and community service are an integral part.

Jointly concerned with the preparation of teachers for school and community service, the authors have had but to call upon their own realistic knowledge of the need for leadership in group living. Dr. Rosalind Cassidy has been an active participant over a period of years in the advancement of recreation, camping, and group activities for children and youth, and Dr. Bernice Baxter's experience, while including a vital interest in group work, has been more especially in school administration and the extension of teacher participation in community life.

Dr. Baxter was recently appointed administrative assistant to the superintendent of schools in Oakland, California, and prior to that, had served for several years as Coordinator of Instruction in Oakland. She obtained her Ph. D. from Yale University and during her year of residence in New Haven was an instructor in psychology at the New Haven Normal School. She has taught on the summer session faculties of San Francisco State College, University of California, and Mills College. She is the author of *Teacher-Pupil Relationships* published by Macmillan and is co-author with Forrest Michell of *How to Study California*, a child's directed study guide which accompanies the state text *California*, written by Irmagarde Richards and published by the Harr Wagner Publishing Company.

Dr. Cassidy is Convenor of the School of Education and Community Services at Mills College. She has been a member of the Oakland Girl Scout Council since it was organized in 1935, serves on the group work section of the Oakland Council of Social Agencies, the County Committee on Juvenile Delinquency, is Vice-President of the Arroyo Viejo Community Council, and Chairman of its Fact-Finding Committee, and chairman of the Pacific Camping Association's Committee on Studies and Research. She is also a member of the U. S. Office of Education Wartime Commission.

Dr. Cassidy is the author of a number of books and magazine articles. In May of 1943 two books which she and Dr. Hilda Kozman were commissioned to write, following the Victory Corps Conference in Washington, D. C., were published by the A. S. Barnes Company: *Physical Fitness for Girls—Contributions of Physical Education to War-Peace Programs in Secondary Schools,* and *Fitness First—A Physical Education Workbook for High School Girls.* Dr. Cassidy had previously published several other books, the first of which in 1925, with Dr. Thomas D. Wood of Teachers College, Columbia University, initiated the modern physical education program.

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The Western Journal of Education.

Founded in 1895 by Harr Wagner

This picture is reprinted from "California," the state text for fourth grade, which gives children an appreciation of their state's Spanish heritage. All Americans today realize how important it is to understand their Spanish neighbors to the south, but in California there is particular sympathy with such programs as Grace M. Dreier writes about in this issue, "Introducing the Teaching of Spanish in the Los Angeles Elementary Schools."

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January, 1944

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San Francisco

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EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

In these opening days of 1944 with its declaration of expectations of conclusive victory at least in the European sector of this Second World conflict, two educational items stand out as of more than ordinary importance. These items deal with acts of legislation upon education to be presented to the Congress of the United States and to Parliament in Great Britain.

The legislation in the United States is looking forward to the end of the war and the return to civilian life of millions of young men and women who, before they had secured an adequate education, had been drafted into the services or had gone into them untrained to the utmost of their abilities in earning a livelihood in a twentieth century world. The United States legislation is a plan to pay for the education of these returned veterans in schools and universities of their choice until they are able again to take their places in civilian life. This legislation deals itself not only with the rehabilitation of wounded veterans, but with the masses of men who were fortunate enough to return unscathed.

The legislation before Parliament on the other hand represents a revolution in English educational thinking. Europe and England are class-conscious countries. The standard of living of the upper classes in England has always been that of comparative ease and comfort when compared with the working masses. From the upper classes in the past have come those who took it as their right to direct the destinies of the Empire. The education of the working people in common schools at public expense has been of comparatively recent date. The so-called public schools of Great Britain of the past, such as Eton, were merely private schools with an elite clientelle. The new educational legislation before Parliament deals with the education of the youth of Great Britain from the years of fourteen through eighteen years of age in common schools at public expense. There is a hint that the education of youths in this age group is to be made obligatory. This is a far cry from a condition where only those in that age group who had the funds could obtain an education. To the people of the United States, with their tremendous public high school enrollments and compulsory school attendance laws, this seems rather incomprehensible. But, even in the United States it is only since 1900 that secondary education has had its tremendous growth. Not so long ago the completion of the sixth or eighth year meant the end of education and going to work. What has made this legislation in Great Britain almost obligatory is the fact that the war has been going on now for five years. The disruption of war has caused a generation in their most formative years to be almost without any formal schooling. The growth of juvenile delinquency in Great Britain has been tremendous. The rulers of Great Britain have seen that in a modern world an ignorant mass of people have less chance for survival. Consequently, Parliament is considering steps toward free compulsory education in the fourteen to eighteen age group as an end toward the maintaining of the permanence of the Empire.

If anything, 1943 is likely to go down into history as a year in which the people of the United States were the most enlightened as to what was going on in the world and at the same time the most confused and disturbed. With total war draining the resources of every nation, it has become apparent that if war in some manner is not stopped mankind will literally annihilate itself. Man has to indoctrinate himself so that a world of permanent peace can be possible. That should be in the province of the educator.

The radio has had its part in this play toward confusion. With words of hope and words of caution we are bombarded day and night until the ordinary listener is so muddled that he believes little or nothing at all, but lives constantly in hope that the best is in the offing. This constant bafflement of understanding of what is truth and what is propaganda, and what is hearsay and what is wishful thinking, is something education and educators will have to consider. If they do not, we shall raise a generation of youngsters so mixed up in their thinking that it will bode little good for the future. Perhaps nothing can be done about it, because of the division among educational forces themselves. In many places the pendulum of education is swinging back toward the conservative. Fundamentalism in education, whatever that means, is the undercurrent of the hour—the good old ways of our fathers, when we knew a few things and knew that they were so, even if they were inaccuracies.

Educators have to explain to youth why, as we fight to make the world a place for free men, we are allied with dictatorships; why, as we fight to give all men a chance to choose their own form of government, some of our allies say such things are not for their own colonies; why, although we are against a world order ruled by force by others, we are ready to use force to continue a world order arranged according to our own ideas of righteousness; why we adopt dictatorial policies in order to destroy other nations dominated by dictators. We call for our students to study the history of the peoples of the world and especially the story of the rise of our own nation. Yet, if we do, there unfolds a constant story of nations rising and falling, a story of youth, maturity and death of nations, with maturity the time of dominance in world affairs of their time

and place. The fundamental question is whether eventually a peaceful world can be reached and maintained through training of the mind.

Of late weeks there has been considerable editorial comment throughout the United States on the simplification of the study of history by the minimizing of the number of dates to be remembered. The matter was brought forcibly to public attention by a report of a committee of professors considering American History in Schools and Colleges. They recommended the learning of some 33 dates. In the grade schools ten dates were designated. They are: 1492, Columbus's Discovery of America; 1519, Magellan's trip around the world; 1607, first permanent settlement at Jamestown, Va.; 1620, landing of the Pilgrims: 1763, Treaty of Paris; 1776, Declaration of Independence; 1789, Washington's inauguration; 1803, the Louisiana Purchase; 1819, first steamboat crossing of the Atlantic by the Savannah; 1848, peace with Mexico. The pupil would also be expected to know something about such historic figures as Daniel Boone, William Bradford, de Champlain, William Clark, Columbus, Coronado, Cortez, De Soto, Drake, Franklin, Houston, Jefferson, La Salle, Meriwether Lewis, Magellan, Marquette, Penn, John Smith, Washington, Roger Williams, Brigham Young.

To good history teachers dates of themselves never have been of any significance except as pegs on which to hang preceding and following events. They are the highlighting flares that illuminate the surrounding years and bring to a focus the course of human affairs. Dates of themselves are of no value except as they do interpret the course and trend of history. For instance, the first date presented, 1492, Columbus's Discovery of America, is of no significance to the pupil unless he understands something of the story of Europe that went before that date and after. The same holds true for the list of men mentioned. They are of no importance unless they tie into the history of their times. Unless citizens become conscious of lessons history presents, they will continue making the same old errors. Judgment of the present by the past is the only criterion we have.

The Kern County, California, schools under Superintendent Leo B. Hart, now in his second term, have progressed greatly during the past several years. Bakersfield, the county seat, has increased in population due to the military activity in the environs, and the fact that cotton and oil and cattle of the surrounding country have been important war "must" items. In county school-organization Superintendent Hart has divided his office into two departments. John G. Ross, deputy superintendent, is in charge of personnel and business as Personnel Director and Business Manager, while educational activities are under Dr. Carl Rich as Director of Supervision and Curriculum and Co-ordinator. Dr. Rich came into the Kern County office during May of 1943. His previous two years' work had been on the staff of the Menlo School and Junior College and as a Graduate Assistant at Stanford University. His Doctor's Degree in Education was secured at Stanford. Dr. Rich's previous teaching experience had been in the State of Washington, where he had been engaged in supervision. His A.B. is from Washington Teachers College at Bellingham, Washington. There are ten persons including Dr. Rich in the Kern County Supervisory Staff. One factor that differentiates this group from most supervisory groups is that each member of the group, while a specialist in one field, acts as a general supervisor in all fields when out in the county schools. But being a specialist in one field each supervisor is responsible for setting up the course of study in that subject and in general conference of the whole group of supervisors presenting it to the other supervisors so that they can carry out the plans in their general supervision work. The supervisors and their definite course of study areas are as follows: Hazel Blair, Music; Helen Dooley, Art; Roy L. Driggers, Attendance and Child Welfare; Glenda Liddell, Social Studies-Science; Elcy McGovern, Reading - Language; James McPherson, Audio Visual Aids; Ray Messinger, Agriculture; John A. Morton, Mathematics; Edward Nix, Secondary School Co-ordinator. Mr. Morton and Mr. Nix are the two most recent additions to the Kern County supervisory forces. They entered their new positions this past September from Stanford University. Dr. Rich and his staff are endeavoring to put across a co-ordinated program; this is being accomplished by having courses of study integrated before they are offered for use by the teachers. Kern County schools stand out in many other respects as in the great emphasis placed upon Speech Therapy. There are eight teachers throughout the county scheduled for daily work in this field. Their schedule calls for a full day or a half day at some six different systems each week. Kern County is one of the few systems in the country where shop work is furthered by traveling shops on wheels equipped with every type of tools.

The Kern County Board of Education is comprised of K. F. Clemens, Wasco, President; Leo B. Hart, Secretary, Bakersfield; Mrs. R. A. Doyland, Bakersfield; J. A. Joyce, Taft; and P. C. Giddings, Tehachapi. Mr. Clemens, district superintendent of the Wasco elementary schools, President of the County Board, has the record of being on the county board for more than two decades. In years of service he is one of the oldest superintendents in Kern County. J. A. Joyce, superintendent of the Taft elementary schools, is second in years of service among the Kern County superintendents.

For several years now the Directory of the Public Schools of Kern County, California, has been a feature of excellence. It is a directory of 7¾ by 10¾ inches in size printed on heavy coated white paper. A school calendar printed on an extension of the front page cover, and turned under, can be torn off and put up for teachers' reference. The contents of the directory includes the Teachers' Institute Program, which is a continuing program throughout the year with meetings at different schools in the county. The outstanding feature of this publication is the presentation of each school district. Each district is represented by a picture of its school building, the roster of teachers, the average daily attendance, and the average valuation of the taxable property of the district.

The F-M (frequency modulation) band set aside for schools and colleges will be given to commercial applicants unless educators show a greater interest, announces Chairman James L. Fly, Federal Communications Commission.

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Western School News

Edited by MORRIS WAGNER

NEWS NOTES

Garret W. McEnerney, prominent young San Francisco attorney, is the new member of the San Francisco Board of Education appointed by Mayor Roger D. Lapham to succeed Richard E. Doyle, board member who was defeated in the city election last November. Mr. McEnerney, who is 35, is the youngest male board member in the school department's history. There has been only one younger appointment—Mrs. Lloyd W. Dinkelspiel, who was thirty when she accepted a seat on the board in 1935.

Mr. McEnerney is a member of the firm of Hepperle, McEnerney, and Jacobs, following in the footsteps of his uncle, the late veteran San Francisco attorney, Garrett W. McEnerney. A graduate of the University of California, he received his law training at Boalt Hall. He attended St. Ignatius High School where he was outstanding in football, putting his six-foot-six-inch height to good use. He is a director of the San Francisco Bar Association, chairman of the enemy alien hearing board for Northern California, and one of twenty-two members of a special nationwide enemy alien appeal board.

Mr. McEnerney has always been interested in education work, especially the administrative end of it. He is married to the former Eleanor Coburn, daughter of the late Ira W. Coburn, prominent building contractor and former president of the Board of Education. He has a six-year-old daughter of his own.

A. C. Argo, principal and district superintendent of the Sequoia Union High School, made inquiries at many of the army camps in California at the beginning of the war in order to determine what type of physical education training would be most beneficial to the high school boys who were to be inducted into the army. In general, Mr. Argo found, the army was interested in receiving not boys with specific military training but boys who were in extremely good physical condition. Some suggestions for "toughening-up" exercises were obtained to be put into effect by the physical education instructor at the Sequoia Union High School.

Recently the effectiveness of the toughening-up exercises had an opportunity to be tested, when a fire broke out in the San Mateo County hills, and partially destroyed the San Carlos Training Center of Dogs for Defense. A heavy wind was blowing at the time of the fire and there were some casualties, among the dogs and injuries to the men attempting to save them before the fire could be brought under control. Credit for saving the buildings and preventing much greater loss of life was given to the boys of Sequoia Union High School who had built a firebreak as one of their toughening-up exercises for future army service.

Jewel Gardiner, school librarian of the Sacramento city schools, is making an interesting collection of books read by modern English children. A study is also being made of primary books sent over from England, by Miss Perle Sanderson, general supervisor of Sacramento County, A. C. Lake, county librarian of Sacramento, and Miss Murphy, who is in charge of textbooks in the Sacramento County Library. Such studies help to further understanding in this country of modern English youth in the same way that the "Children of the Fighting Forces" correspondence plan does. The latter plan, sponsored in California by the Division of Elementary Education under Miss Helen Heffernan, Chief, promises interesting results of good will. California children have responded eagerly to the opportunity to establish pen friendships with British children, and British children write to their American friends on every conceivable subject, showing a profound interest, however, in California citrus fruits.

Corinne A. Seeds, of the University of California at Los Angeles, presented a framework for the social studies, proposed by the Social Studies Committee of the State School Supervisors Association, to Bay Section Supervisors at their meeting in San Francisco on January 30. Miss Seeds has been the active chairman of this committee which has worked over a period of years to develop a framework for the social studies soundly related to the development of children.

Dr. Albert D. Graves, Deputy Superintendent of San Francisco, in charge of the guidance program, will present the theme of the central county institute to be held February 7 at Mt. Diablo High School. The theme of the program "Mental Health in the Classroom," was selected as the result of rather widespread suggestions made by teachers attending the fall institute at Acalanes High School, at which the theme was "Making Health Education Function."

San Francisco's newest Board of Education member, Garret W. McEnerney II, (left) takes his oath of office from City Clerk Herman Van Der Zee, while Mayor Lapham, who made the appointment, welcomes him to civic life. Mr. McEnerney is the son-in-law of a former School Board president, the late Ira W. Coburn.

Child-Care Services were being provided by 72 school districts in California, as of November 24, according to figures supplied by the Federal Works Agency. Of these, 47 were operating units for pre-school and school-age children, 24 were operating pre-school units only and 1 was operating service for school-age children only. In the school districts serving pre-school children, 186 units were in operation with 6,196 children enrolled. In the school districts serving school-age children, 62 units were in operation with an enrollment of 4,404 children.

The California State Department of Education's *Report for Governor's Council* states: "The child-care service has truly become a community enterprise with public and private agencies cooperating in efforts to free mothers for needed wartime employment. The unsolved problem is the popular belief that all women workers are receiving fabulous wages in war industries and are able to pay a stiff fee for the care of their children. Some communities which lack war industries but are adjacent to war-industry areas are much in need of child-care services. The labor shortage in the secondary area has become acute due to the fact that workers formerly employed there have moved into direct war industry and their places have been taken by women. Many of these jobs are paid at pre-war rates. Mothers in need of the child-care service are wholly unable to pay fees which defray fifty per cent of the operating costs.

The Elementary School of the Future will be the general theme of the 1944 Annual Conference of Elementary School Principals and District Superintendents to be held in conjunction with the Annual Council Meeting of the California Elementary School Principals' Association in Sacramento April 4-6. Speakers at the conference are being urged to project their thinking in terms of tested practices toward an educational program designed to provide experiences likely to promote the fullest development of each child the school serves.

Julian A. McPhee, Chief of the Bureau of Agricultural Education, California State Department of Education, recently participated in a meeting at Washington, D. C., called by the federal commissioner of education, on post-war planning. Much thought is being given to prospective training facilities for returning service men, those needing rehabilitation, and the young and adult civilian. Definite recommendations have been made, which will require Congressional action to carry out. Considerable interest was expressed in California's state technical college as a possible model for post-war institutions in other states.

The Oakland Superintendent's Bulletin, under Dr. William R. Odell, has appeared for the past few months in new and larger and more attractive format. One of the new features of the bulletin is a "Message to Teachers" section, to which the back page is devoted each month. Two articles which have appeared in this section recently are "The Study of the Family," by Miss May E. Davis, Supervisor of Home Economics, and "Public School Libraries," by Mrs. Elizabeth Madison, Supervisor of Libraries.

Alameda County held an original type of Workshop Institute for the in-service training of secondary teachers November 22 and 23. One visitor at the Institute wrote to County Superintendent Vaughn D. Seidel, "I compliment you on the pioneering spirit which prompted you to set up this type of Institute program, opening up challenging new fields and techniques to secondary teachers." Some of the outside visitors looking the Secondary Institute Workshop over were Dr. Bernice Baxter, Administrative Assistant, Oakland City Schools, Harold Karr, Director of Instruction, Contra Costa County Schools, and Ira Kibby, Director of Business Education, State Department of Education. At general sessions of the Institute Mrs. Ethel Ward, Coordinator of Instruction, Alameda County, addressed the teachers on "Why a Workshop?" and Dr. Frank N. Freeman, University of California, spoke on "Secondary Schools Today and Tomorrow."

The Increasing Shortage of Gasoline has caused the Contra Costa County Board of Education to substitute for the day of county-wide institute in Richmond a third series of area institutes. Dates for this third series will be announced as soon as possible. The dates of the second series of area meetings have been revised somewhat to make it possible for the same speakers to appear at the different institutes. Twin institutes in Pittsburg and Martinez on February 28 will use the same speakers by reversing morning and afternoon programs. To make this possible the East End (Antioch, Brentwood, Pittsburg) area institute was moved up from March 6 to February 28. At both of these institutes the main speaker will be Miss Helen Heffernan, Chief of the Division of Elementary Education, State Department of Education. Others engaged are Dr. Aubrey Douglass of Modesto, Dr. Bernice Baxter of Oakland, and Mrs. Eva Gildea of San Francisco State College.

Oliver C. Lawson, formerly principal of Pittsburg Junior High School, is now assistant superintendent of Berkeley schools.

Wendell R. Hoar is in his second year as district superintendent of the Tracy, California, elementary schools. From thirteen years of experience as teacher and principal of the Tracy grammar school Mr. Hoar has a thorough understanding of his position. He was right-hand assistant to Mr. Earl B. Shoesmith, former district superintendent, until Mr. Shoesmith accepted the San Leandro, California, superintendency. On Mr. Shoesmith's departure the Board of Education elevated Mr. Hoar to the district superintendency. Mr. Hoar is a graduate of the Chico State Teachers College, with the degree of A.B., and has an M.A. from the College of the Pacific. He also has attended many of the summer sessions of the West during the past years. The Tracy system is comprised of three schools with an attendance of around 1200 pupils, which is a 20 per cent increase over last year. Superintendent Hoar is fortunate in having as his primary supervisor Miss Elsie Salcido, who also acts as principal of the new Central School building. Miss Salcido is one of the most active and prominent persons in education in the San Joaquin county schools. Her thirty-three years of experience has made her counsel most valued, and she is noted as being a teacher of outstanding progressiveness.

Lodi, California, is in one of the richest agricultural sections of the lower Sacramento Valley. Its orchards and vineyards these past few years have poured untold thousands of dollars into the pockets of the owners. The environs of Lodi now number a population in the neighborhood of twenty-six or twenty-seven thousand persons. The schools of

Lodi for the past 11 years have been under the direction of Superintendent Leroy Nichols, who in the elementary field has been aided for the past nine years by his assistant superintendent, T. W. Chapman. Some 1600 pupils are in the elementary schools under 50 teachers, and the high school enrollment is now 1075 with another 50 teachers in charge. The elementary enrollment is up while the high school enrollment is down. The Lodi High School lost 171 Japanese pupils in one day, when the Japanese were evacuated. Along with other secondary schools in the country the Lodi high school is emphasizing pre-induction courses for the Army and Navy as in radio, aviation, and mathematics. For the first time in the history of the school there has been enrollment of girls in the shops. While there has been emphasis upon war effort, both Superintendent Nichols and Assistant Superintendent Chapman have attempted to keep the schools on normal keel with emphasis on those things that will be of value in a peacetime economy.

The Coalinga, California, elementary schools for the past four years have been under District Superintendent Elmer J. Lindstrom. These years have seen the completion of the new Sunset Intermediate School and the intensification of a vitalized school program in three schools enrolling around 650 pupils. Emphasis upon course-of-study work through teacher participation, the establishment of an elementary library program in charge of a librarian, the furtherance of a nutrition program under a nurse's direction, a thorough testing program and research department with emphasis upon remedial measures, have all played their part in keeping the Coalinga elementary schools among the foremost in Fresno county and the country. Superintendent Lindstrom is an educator with years of varied broadening experience. He graduated from U. C. L. A. in 1928 with the degree of A.B. His first work was with the American Trust Company. In 1930 he was at Stanford University and secured an M.A. degree. The next three years included teaching at Toll-Sierra Union Elementary School and the vice-principalship of the Dunbar, Sonoma County, elementary school. From Dunbar Mr. Lindstrom went into the Sonoma County school department in charge of testing. This was followed by five years in the Santa Rosa junior high school and night school under Superintendent Jerome O. Cross. From Santa Rosa Mr. Lindstrom then came to Coalinga and instituted his eminently successful program.

Livermore, California, is one of the areas distinguished in California as a site of one of the original Ranchos. It has been noted for years for its Rodeo and of late years the names of wines dated from Livermore Valley have become of national importance. The schools of Livermore have been among those most outstanding of Alameda County. It has been the privilege of Livermore to have as its district superintendent of schools these past two years such an up-coming educator as Stanley B. Ellis. Mr. Ellis is a Missourian by birth. His B.S. is from Kirkesville Teachers College, Kirkesville, Mo., and his M.A. is from the University of Missouri at Columbia, Mo. Before coming to California and attending Stanford University, where he worked under Dr. John C. Almack towards a Doctor's Degree, Mr. Ellis had years of experience in various Missouri public schools. He worked two years as rural school teacher, four years as principal of the high school at Wentzville, Mo., and for six years he was superintendent of the Valley Park, Mo., schools. In addition to this Mr. Ellis traveled Iowa, Missouri, and Kansas for the secondary publications of the Macmillan Company. He entered his present position from studying at Stanford University. If knowledge of schools, both inside and out, has anything to do with progress, we prophesy a brilliant career for Mr. Ellis in California schools.

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INTRODUCING SPANISH IN LOS ANGELES ELEMENTARY SCHOOLS

By Grace M. Dreier

"We have on this continent — these broad plains, mighty rivers, steaming jungles, majestic mountains—the chance of centuries to build the greatest single area of peace, freedom—and liberty that the world has ever seen. The Americas —united in spirit and purpose—cannot be disappointed of their peaceful destiny. So may the day come when Pan America can lead a distracted world into permanent peace and brotherhood."

Such were the words of Simon Bolivar, the great South American hero, liberator and leader, often called "The Washington of South America," spoken in the beginning days of Pan-American conferences, yet equally pertinent and significant in pointing the way and directing the destinies of the Americas in 1944.

Truly "these broad plains, mighty rivers, steaming jungles, and majestic mountains" will soon be telescoped into one community through present - day means of rapid communication, air transportation and navigation. The closeness of relation with our neighbors to the south will bring mutual acquaintance, understanding appreciation and friendships. The completeness of this understanding and appreciation of their culture will be effected only when we can understand and use their language.

Cordell Hull, our Secretary of State, has said:

"We shall not get far in understanding the culture of Latin America until we understand the medium through which that culture is now commonly transmitted."

Our neighbors to the south have long since recognized the importance of learning the English language if they were to understand the life, customs, culture, and philosophy of Anglo-speaking Americans.

The time has arrived when we, the Anglo-speaking Americans, must also recognize the importance of learning the language of our neighbors to the south if we are to understand the life, customs, culture, and philosophy of the Spanish-speaking Americans.

We recognize the fact that merely learning to speak the language of the Spanish - speaking Americans will not result in complete understanding and appreciation of their culture but we do know that such understanding and appreciation cannot result without such knowledge. We can never fully understand people until we know their language.

In this spirit Los Angeles City School District, under the leadership of Mr. Vierling Kersey, Superintendent, is initiating an instructional program of Spanish in all grades of the elementary school, beginning with the kindergarten and continuing through all years of the elementary school.

An instructional guide, *Introducing the Teaching of Spanish in the Elementary Schools,* has been prepared under the supervision of the Elementary Curriculum Section, to serve teachers, administrators, and supervisors in acquainting each with the purposes, plan of administration, contents, methods and materials of instruction and suggested bibliography to facilitate the initiation of this program.

This guide contains a basic course of study for each grade level, indicating the Spanish vocabulary for each, specific instructions for introducing and using it, and additional enrichment materials appropriate to the instructional theme for each grade.

The program has been developed on the assumption that it will become a *teaching-learning* program of instruction in which pupils and teachers, *together,* will enjoy the opportunity of learning Spanish.

The primary aim is to teach pupils to *speak* and to *understand* Spanish, thus the aural-oral approach is used exclusively. Thorough mastery of a *limited* number of words is stressed rather than the acquisition of an extensive vocabulary. The words and phrases chosen are practical and meaningful in the daily life of the pupil and correlate closely with the grade assignments of the social studies program as outlined in the basic *Course of Study for Elementary Schools of Los Angeles.*

Through the cooperation of teacher committees and the Audio-Visual Education Section transcriptions, film strips and other audio-visual aids are being prepared for additional and valuable teaching materials which will be available to all teachers.

Foreign language teachers of the secondary schools are generous in their appreciation of, and cooperation with, the administration of the program, and are giving many hours of volunteer services to assist the elementary teachers with this new and important program.

Parents, too, are being encouraged to share in this "learning together" program and every means is being sought to increase the pupils' opportunity to converse in Spanish. Many parents and teachers are enrolled in adult classes to learn to speak Spanish and keep pace with Johnny and Mary!

The school year of 1943-1944 is marking the beginning of a new era for the schools of Los Angeles in making a practical and realistic approach to the development of better Inter-American understandings and richer appreciation of the culture of the Spanish - speaking Americans through the teaching and learning of Spanish in all grades and levels of the schools in our city.

Such appreciation and understanding of *all* Americans will prove to be of immeasurable value in winning the war and in establishing order out of chaos in the days to follow. Then truly

"The Americas—united in spirit and purpose—cannot be disappointed of their peaceful destiny."

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We know from the evidence that children read and write better today than they did twenty years ago. Elementary school programs have vastly improved during the last two decades. But unfortunately the demands of modern life have more than matched the improvement. The Army itself has set higher standards in this war than in World War I.

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brings to teachers and supervisors the latest and best expert thought on the teaching of two of the three R's. Last year's symposium on reading, for example, brought in thousands of requests for reprints. Radio, motion pictures, speech, children's books, the magazine, and the newspaper receive their share of attention. Your membership in the National Council of Teachers of English ($2.50 per year) brings you not only the **Review,** but also news of the work of its committees, particularly the Elementary Section Committee, now engaged in preparing pamphlets on Elementary English and the War.

THE ELEMENTARY ENGLISH REVIEW

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211 West 68th Street, Chicago

SACRAMENTO SCHOOLS AID IN TRAINING NURSES

By Merril Osenbaugh

The ultra-clean operating rooms, wards, and patient quarters at Sacramento County Hospital resound these days to the footsteps of more than 50 attractive and immaculate girls in their late teens. From time to time during the course of the day these same girls may be busy taking notes and listening to instructors at Sacramento Junior College.

They are the first to take advantage of the co-operative education plan devised between the Sacramento City Board of Education and the County Board of Supervisors, whereby student nurses receive full credit for both practical and theoretical nursing at both the County Hospital and the classrooms of the Junior College. The girls make the trip daily between their practical duties at the hospital and the tablet-arm chairs of the college lecture rooms.

Doctors and nurses at the County Hospital have credentials from the California State Department of Education so that the work received there can be applied as credit toward nursing credentials.

The hospital nurses are an integral part of the Junior College program, and the combined credit girls receive both at the hospital and the college accelerates their period of training and is Sacramento's answer to the expanding need for nurses everywhere.

This is a fine opportunity for the public schools of Sacramento, in conjunction with the County Hospital, to render a fine service in a field of urgent endeavor, particularly in wartime.

The Sacramento County Hospital maintains 500 beds and is the fourth largest hospital in California with a school of nursing.

Girls are obligated only for $126 for a three-year period, which includes instruction at both the hospital and the Junior College, in addition to room, board, and laundry at the County Hospital where the girls are domiciled each night.

Student nurses live on the hospital grounds in the nurses' residence. This building is fire-proof and provided with the conveniences of a home. On the first floor are reception rooms, where the student may receive her guests, the school library, which contains the required reference material, including magazines, and a branch of the Sacramento County Library, which furnishes fiction; and the classrooms which are furnished with charts, models, a skeleton, a projectile lantern, screen, and other essentials for teaching.

A monthly allowance of $16 is granted to each student following completion of the preliminary course to help defray expenses for books and school activities. This maintenance has a cash value of $75 and is adequate to maintain a student throughout her course.

Nursing courses offered at the Sacramento Junior College by full-time college faculty members in conjunction with the co-operative program, include:

Anatomy and physiology for nurses. Lectures are supplemented by demonstrations and laboratory study of prepared human dissections, models and microscope slides.

Microbiology for nurses. A presentation of the primary concepts of microbe life, with particular emphasis on infection and disease.

Dietetics and nutrition.

Courses offered at the hospital, for which Junior College credit also is allowed, include:

Biological and physical science, social science, medical science, surgical nursing and nursing and allied arts, obstetric nursing, psychiatric nursing, nursing of children, operating room technique, and emergency first aid.

Earl B. Shoesmith, superintendent of the San Leandro school system, is sponsoring an extension class in reading at Lincoln School. Mr. Shoesmith extended an invitation to Alameda County teachers who wished to join the class. San Francisco State College gives credit for two units either in Education 134 or Education 309. Mrs. Eva Gildea of San Francisco State Teachers College is the instructor. Mrs. Gildea's work in reading is well known in Alameda County as she has conducted university extension classes in reading for elementary teachers. The present course of study in reading and the Reading Readiness Bulletin for Alameda County Schools was prepared by the teachers who took this course in reading.

E. J. Spiering, principal of Brentwood Elementary School, Brentwood, Contra Costa County, has left for training in Arizona, having received a commission in the Navy as Lieutenant Junior Grade. Mr. Spiering had been in Contra Costa County for the past two and a half years, having come from a principalship in Ferndale.

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Library News

Edited by MABEL R. GILLIS, State Librarian

THE RELATION OF LIBRARIES TO ADULT EDUCATION*

By Eleanor N. Wilson

Librarian, Kern County Library

The relation of libraries to adult education could be stated in a few familiar words, "The public library is the people's university." However, like all simple statements it needs amplifying or qualifying. If we look at the United States as a whole we find there are many sections where this university is unavailable to great numbers of the people, notably those in rural areas where the need is greatest because of the lack of other opportunities also.

In our own state we are more fortunate, for back in 1909 a law was passed providing for the establishment of county libraries. Two years later the present law was enacted by the state legislature and since that date forty-eight of the fifty-eight counties in California have established county libraries. This was an important move in the adult education field, for it has placed in the hands of those who were eager for it the means of further education. In most of these counties there is a library branch within reach of nearly all of the inhabitants. Some of the collections may be small, but the borrower may draw on the resources of the central library for any material he wishes.

In one county where I worked we numbered among our best adult students a prospector who made a ten-mile round trip on foot to obtain the best books on economics, current history, and world affairs. The library he visited was located in the box car which was the home of the station agent and his wife way out on the desert, a home that boasted the only green lawn within a radius of ten miles. The first time the prospector appeared the lady was almost afraid of the "hobo" who came to her door with his several days' growth of beard, his missing tooth, and his faded jeans. However, she soon found in him an avid reader who would leave a request for a number of books and then start out on his homeward walk with several weighy tomes under his arm.

That is adult education reduced to its simplest terms. In this particular case the library was the only agency for adult education within reach of that individual. I wish I could say that this case is typical and that all that is necessary is to put the tools of learning within the reach of an individual and he will do the rest. However, I need not tell you who are experts in the field that adult education is not as simple as that.

Lyman Bryson has said that the main reason for the adult's need of education is that he does not know what to want. For this reason adult education in any form must do more than just be available if demanded. Realizing the importance of this education and the library's part in it, the American Library Association for almost twenty years has maintained an Adult Education Board and specialists in the field who have studied the relationship of the library to the movement and have constantly considered methods of promoting the library's effectiveness.

Methods Used in Assisting Adults

Many ways have been used by libraries to aid the adult patron in his search for knowledge. Some large institutions are arranged on a departmental basis with experts in the various subject fields to aid the seeker. Readers' advisors have been added to the staffs of many libraries to help the person who, as Mr. Bryson says, does not know what to want. A good readers' advisor must combine all the qualities of the old-fashioned family doctor with an intimate knowledge of the resources of the library and a love of books. A large order perhaps, but a necessary combination nevertheless. People wishing to read or study further along some line can go to this advisor who will find out through informal and unhurried discussion the patron's previous knowledge of the subject, the time he expects to give to the study and his aim in taking the course. With this information the advisor can suggest further reading of the proper difficulty for the individual. In this way the readers' advisor can often prevent the discouragement caused by a person selecting a book which is too deep for him. Readers' advisors not only help patrons with established reading tastes, but suggest other interests and often start persons off on literary voyages of discovery.

In some communities libraries have been the sponsors of forums, town meetings, or discussion groups and in many other communities they have cooperated with the school or other sponsoring agency. This cooperation takes the form of posting notices of the meetings ahead of time, bringing the programs to the attention of individuals who might be interested, making up lists of books related to the forum topic or bringing collections of books to the lecture room for distribution. The object of any discussion is to make people think, not to make them accept the opinion of the speaker. If the forum is successful, therefore, the listeners should wish to get further information or another person's view of the subject. Reading lists will help them to find further material.

Cooperation With Study Groups

Libraries are anxious to cooperate with other groups such as parent-teacher associations and will furnish reading lists or special shelves of books on the subject of their study. Quite likely this study is related to the upbringing of children and in some libraries a room is set aside for this subject with related topics such as child psychology, the adolescent, care of babies, children's literature with a special collection of children's books for the parent to read to his child.

Libraries often furnish speakers to such groups or to others where the librarian's training can be of use. Many book reviews and book talks are given with the aim of encouraging people to read the books themselves. Many libraries conduct radio programs where specific books are introduced to a wide audience. An increased demand for the books mentioned shows that these broadcasts are effective.

Where libraries have auditoriums or conference rooms these are often used for library-sponsored programs or are open to other groups for their use. Educational films may be shown or are available to the borrower. Other libraries house art galleries or museums.

Libraries Assist Night Schools

Night school classes depend upon the public library for collateral reading with assignments made to books in the library. Many courses are for recreational or avocational purposes, especially in normal times and these can be greatly enriched by the library's resources. I have spoken of normal times, but the times in which we live are not normal and in the last two years libraries have found they have been called upon for many subjects that were never asked for before. When war indus-

*Address given at Annual Fall Conference of California Association of Adult Education Administrators, Bakersfield, Nov. 6, 1943.

tries first began calling men, and women too, from other occupations into their ranks public libraries were asked for books on welding, shipbuilding, blueprint making, drafting and many other technical subjects which had never been in demand. Book budgets were stretched to the utmost and many workers went to their new jobs trained through books borrowed from their library.

During the depression people often availed themselves of the opportunity of studying in a new field if there was no demand for their former skill and thus to many the library became a real agency for adult education. To quite a few adults the libraries in the migratory camps furnished a hitherto-undreamed-of means of furthering their education.

Sometimes librarians bewail the busy times which keep people occupied twenty-four hours a day and do not allow leisure for reading. They feel that falling circulation figures are a reflection on their efficiency, but let us not forget that some adult education was obtained the hard way. Leisure that is enforced may be very bitter and many people in library work could duplicate the stories of one branch librarian in a little farming community who said she kept the light on until late at night and a fire burning in the room in her house which housed the library collection so that people who were discouraged and depressed could sit in the warmth of the stove and read. One patron told her afterwards that the brightness and warmth and the books she taught him to love were all that had kept him sane through that winter of the depression. Many of this woman's patrons had not been readers before, but her enthusiasm for books and her understanding of her fellow man produced adult education at its best and simplest.

Libraries Follow Readers

Many former library patrons are out of our reach at present in army camps, but libraries have followed them there. The army, recognizing their importance to the men, have set up a system of libraries in all large camps under the jurisdiction of the nine service commands and these libraries are run by trained librarians recruited from the public library field. These librarians report that the men still pursue their vocational and avocational interests in their reading.

The library has invaded the hospital also, and there the patient may find for the first time the opportunity for further study while he lies in bed in enforced idleness. We find the hospital patients among the most eager and appreciative of our readers.

Another organization which has done a great deal in this field of education is the agricultural extension agency and the home department and in many places libraries work very closely with these, sending collections of books along with the home demonstration agent, making lists for her or telling the groups about books which tie in with their interests.

It is evident that the library in general does not make its services well enough known to the community for many times the library is not called upon for aid when it could be of use to other agencies.

I have attempted to suggest some ways in which libraries have entered the adult education field. No one library, perhaps, employs all these methods and I become very conscious of our cramped quarters when I mention auditoriums, conference rooms and display space, but perhaps some day in a new building we can add those to our library's contribution to adult education. New and additional ways not mentioned are being tried out by various libraries and more will be found, for the library is becoming more and more conscious of its responsibility to the community as it changes its emphasis from the old conception of its task as that of keepers of books to that of teachers of men.

John D. Henderson, Field Representative, California State Library, since 1937, has been appointed Assistant Librarian of the Los Angeles County Public Library, effective the first of the year. He will be succeeded at the State Library by Thelma Reid, who has had county library experience in Contra Costa and Napa counties, as well as high school and other types of library work.

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Book Reviews

From Joseph Henry Jackson's column, Bookman's Notebook, San Francisco Chronicle.

To write an adequate review of Irene Paden's new book, *In the Wake of the Prairie Schooner* (Macmillan; $3), you'd need to have done all she's done and more. The trouble is that no one, as far as I know, has made as careful a study of the covered wagon trail as Mrs. Paden and her family. The best I can do is to give you my own impression of her book, based on such reading and sketchy traveling as I have done on the subject. At least some of her reading and experience overlaps my own special work in the field, wherefore I can try to estimate fairly the author's long and careful labors.

On the Trail of the Pioneers

Some years ago Mrs. Paden, her husband, Dr. William G. Paden, who is an East Bay educator; her son and Dr. Neff, a family friend, decided that it would be interesting not merely to read about the extraordinary migration westward that took place in the 1800's but to go over the ground themselves, travel in the ruts the pioneers left, really see the country that great migration conquered.

Gradually, then, the Padens covered sections of the trail from its real jumping-off place where the vast prairies began. It was not possible to do it all at once, but the Padens did it all just the same, taking a section one year and another the next until they had it finished. Then, and only then, did they feel that they knew what they wanted to know. A hobby, so to speak, and an adventure in Americanism; the experiment was both these things.

But the actual traveling was only part of it.

The Padens soon realized that just to go over the ground was by no means enough. They must know ahead of time what to look for. That meant reading.

There were the published books, of course. But there were other sources, too, and here Mrs. Paden did the spade work for the family, finding the Bancroft Library and in private collections, in historical society libraries, the unpublished diaries and other records which can supply the finest kind of primary source-reading for the investigator.

With this material in the form of notes —the "Paden Encyclopedia" was how they spoke of it—the family covered the ground, putting themselves just as thoroughly as they could into the shoes of the pioneers. When they finished their journeying, Mrs. Paden wrote this book, which is a combination of travel-writing, presenting the running story of how the family did the job and a solidly filled-in background of fact, history and vivid color, drawn from the sources Mrs. Paden so indefatigably studied.

Here Is What It Was Like

The result is a solid yet immensely readable book, in which you will find more about what life on the covered wagon trail was like than in any single volume I have ever come across.

The Padens jumped off at Independence, Mo., and not only covered the literal Oregon Trail, as the pioneers for

Irene Paden

the Northwest did it, but back-tracked and did the California trail, coming over the Sierra and down into Placerville, which as you know was old Hangtown.

Not content with this, they also explored the various cut-offs, making sure that they included the bad ones. You'll find some of the Donner story here, of course, and bits from the record left by those who took the Kit Carson Pass and those who came down the northern route, for example, the indomitable J. Goldsborough Bruff (whose detailed diary, by the way, voluminously annotated, is about to appear under the Columbia University Press imprint).

But it is impossible to do more than suggest here the ground covered. The best thing for me to tell you is that Mrs. Paden has written with careful scholarship, an excellent eye for selection when it comes to quoting from old diaries, an understanding of what to choose and what to reject (in itself the hardest job of all when writing a book like this), and a genuine talent for making the whole book lively and lifelike.

I suppose there may be some small errors in the book. It would hardly be possible to set down so many facts without a slip somewhere. But if you find them they will be minor ones. For one thing, Mrs. Paden refers to the old staging, freighting and Pony Express organization impartially as Russell, Majors & Waddell, and as Majors, Russell & Waddell. Maybe the firm name appeared both ways; though I've happened to see it only in the first form. But that is not the kind of a slip that makes the slightest difference. In the large, this is authentic stuff, with the authentic feel. You may be sure of that.

From the Follett Publishing Company

FRIENDS NEAR AND FAR by Meyer, Sorenson, and McIntire. The six units of this text present vivid pictures of life in six carefully selected regions of the Western Hemisphere; a South American jungle, the highlands of Central America, a desert region in southwestern United States, the corn belt of the United States, and a New England coast fishing region. Each unit consists of an interesting, well-written story, with a plot centering around a particular family and their friends and neighbors. This manner of presentation makes the material more concrete, and easier for children to visualize. The content of these stories includes many subject fields—sociology, geography, history, science, art, and music. The emphasis is made, throughout these stories, that people in different localities live differently, not because they are queer, but because certain modes of life thrive best under certain conditions, or because people have been isolated from other parts of the world.

Splendid visual aids are provided in this text. In addition to many fine photographs there are drawings, maps, and diagrams to give certain specific information.

The study of each of the six units is preceded by an introductory unit containing readiness materials. This introduction contains simple general discussions of food, shelter, clothing, occupations, and transportation in each of the regions featured in the stories, thus providing an easy and interesting overview of the book. This preliminary unit also contains a simple introduction to the use of maps. Map concepts are presented, and exercises requiring the use of map skills are provided.

There is a very complete glossary of new or difficult terms, plenty of interesting group and individual activities are provided, and a selected bibliography is given at the end of each unit.

The Western Journal of Education.

Founded in 1895 by Harr Wagner

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PERIODICAL

DR. WALTER F. DEXTER
Recently Dr. Dexter conferred with members of five of California's leading educational organizations in a survey of the state's educational institutions, particularly as related to wartime development, and post-war planning.

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February, 1944

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

In these uneasy days of February when expectations of early world-wide victory have been overshadowed by the turn of events, and when newspaper headlines tell of blizzard conditions in the mid-west and on the eastern seaboard, a sojourn in the environs of Southern California is something dreams are made of. The rains have come and brought with them grass to cover the barren hills. Already the almond trees are in bloom, and the acacia trees are globular blots of yellow on street side or in garden. The orange groves, still unharvested, are glowing with sun-touched fruit, and the yellow of lemons is seen in the green groves that are now in full-spring-crop blossom time. From San Diego to Santa Barbara along the coastal highway for two hundred and fifty miles the ocean waters are that crystal green-blue of constantly changing pictures made by the foam of rolling breakers. Point Loma, La Jolla, Encinitas, Oceanside, Las Floras, San Clemente, Laguna, Balboa, Newport Beach, Long Beach, Redondo Beach, Venice, Santa Monica, Malibu, Oxnard, Ventura, and Santa Barbara all roll past in quick review. Overhead is the blue sky and the roar of airplanes in fives or tens, or a single, going somewhere or on training flights. Seaplanes patrol the water offshore. Incongruous in a peaceful country side is the thirty-mile-long Camp Pendleton, once the famed Santa Margarita Rancho, where landing maneuvers from great fleets of ships can at times be seen, with the blimps parading ahead on search for enemy submarines, tanks and amphibious landing barges, troops in camouflaged equipment, convoys of trucks filled with soldiers on the march. Miles of airplane plants, shipyards, boulevards jammed with cars at the turn of the shift, all going somewhere with impatient rush. Outdoor markets jammed with all the fruits of the universe, it appears. No sign of lack of food if one has the money to purchase. And sunshine after the rains a hoped-for favorable omen.

* * *

If one reads the signs aright education has finally shaken itself down for the long pull. The hecticness of the first two years of war has died down, the shattering of faculties has been met, and while many groups are make-shift, they have become harness-broken and are pulling together with far better result than anyone ever imagined could be possible. While pre-induction courses in previous months were of hit-or-miss effect, they are becoming stabilized as the teachers become acquainted with what is wanted and needed. The almost countrywide acceptance of the half-day study, half-day work plan is turning out unusually well. One reason is that where formerly these boys and girls were simply tolerated as students, they are looked upon now as mature workers and are being given the responsibility of doing a full man's or woman's job, and in the majority of cases they have come through with great effectiveness.

* * *

With the full peak of employment tapering off, except in a few localities, the great furore over juvenile delinquency is lessening as mothers get back on the home job. Even in the Los Angeles area, supposed to be in one of the critical labor shortage areas, there is a lack of highly paid jobs available, while there are quite a good many of those of lesser salary. The great influx into Southern California was from the southwestern tier of states of Arizona, Texas, Oklahoma, Arkansas, and Alabama, and a great sprinkling from everywhere else. With the threatening of the freezing of labor great caravans of cars were on their way home due to that fact, and also the exodus was aided by a slight earth tremor that troubled the equilibrium of many. Also, the fact was that many of the incomers had made a stake with all of the family working so that they could go back home, get the farm they had been dreaming of, and could continue a way of life they were accustomed to. One good thing about this influx of people with children brought up on an assorted variety of educational standards was that it woke up the educators and administrators of education in California to the diversity of the problems facing them, and forced them to try to make headway against great difficulties. It is hoped the leavening process worked both ways and those that returned from whence they came took something of value with them. If anyone profited by this immigration to the western schools, it was the teachers who had to be up and coming to meet the various situations.

* * *

These war years are no exception to the general rule governing human life. When death is in the offing, renewal of the continuation of the species is the course of nature. Throughout the land the crop of babies is tremendous. In Italy and Germany it was the policy of the governments to foster such an increase. Here in the United States the young men and women are doing quite well on their own initiative. For the past decade or more the school systems of the country have been declining in enrollments on account of the falling birthrate. Within two or four years there will again be a tremendous increase in the beginning grades which will tend to raise school enrollments to the old levels.

* * *

Another problem facing western educators has been the decrease in school taxable property due to the fact that the federal government has by purchase taken off the local tax rolls vast amounts of real estate and buildings. In part this decrease has been made up by federal grants, but in the main the burden has fallen upon the remaining property owners of the counties, towns, and cities. It is a question that in justice to all will have to be settled

some way or other. The cities and the California legislature have called for the taxing of federal property in the state. Whether this can be legalized is a question not yet settled, for it has been the general policy since the foundation of our government that Federal property is not subject to local taxation. Here again, it is a question of whether education should become federalized. There are many who advocate such a system. But if that is brought about it will be the overturning of the educational policy of the whole country, for the education of the youth of the land has always been the function kept in the hands of the local communities. The argument of taking the money from where it is and placing it where the children are seems reasonably significant. It is the system in vogue in California since 1913. The main question is, if such a thing is done, whether the control should be left in local hands or become a national function. This will be an after-war vital problem.

✓ ✓ ✓

Vierling Kersey, Superintendent of Schools for Los Angeles, has reported an increase of 11,034 pupils in the midwinter semester registration. The report shows that from 266,276 pupils at the same time in 1943, the enrollment increased to 277,310 at the close of the 1944 midterm registration.

✓ ✓ ✓

Both Curtis E. Warren, Superintendent of Schools for San Francisco, and Vierling Kersey, Superintendent of Schools for Los Angeles, made the headlines recently in Los Angeles in regard to the threat to cultural teaching in California. Superintendent Warren, at a postwar planning conference convened at the University of California at Los Angeles, stated: "We are faced with a breakdown of the cultural level in California, due to the influence of children of workers from the East, especially from the South." Warren explained that "California law requires attendance at school to about the 18th year, while many of these children come from states where they have completed their schooling at 12. This means most of them can only read and do simple arithmetic. Aside from legal requirements, it is generally accepted by all classes in California that a child should go through high school. This astonishes the newcomers. They are also astonished that a work permit is required for students under 18." Superintendent Kersey spoke at a luncheon at the Friday Morning Club in Los Angeles before the Women Painters of the West. In part, he said, "We ask you to help us keep the production of material things from squeezing out of American life those things that you and I feel make life worthwhile. We know war production is necessary; we will do our utmost to further it. But we must not let overemphasis on that cheat the children who will soon be taking our places as teachers and leaders in civic capacities."

✓ ✓ ✓

With the opening of the second semester in the Los Angeles city schools more than 1,000 day and evening classes, tuition free, were made available to adults at 24 central locations and 60 branches. Classes as usual continue to be held five nights a week with classes mainly beginning at 7 p.m. A wide variety of subjects is offered under the general classifications of trades, industrial arts, and war production; mathematics; homemaking and community; Army and Navy Aviation preparatory; art and music; civilian defense training; air raid warden and first aid; English and Speech; fundamentals (review of the 3 R's); health education and first aid; commercial and business; physical and biological sciences, and social sciences and history.

✓ ✓ ✓

Los Angeles as a city is looked upon as a center of the movie industry, as a great airplane building center, and as soon to be the third city in size in the United States. Its vast acreage is widely known, as it stretches north and south some sixty miles and 15 to 20 miles east and west. What is not generally known is that there is tremendous acreage within the city limits devoted to agricultural pursuits. While agriculture has always been taught in the Los Angeles city schools, it has not been emphasized to the extent that the area devoted to that business within its limits might warrant. Superintendent Vierling Kersey has just announced that after the war the Board of Education is planning for the San Fernando Valley—the northern section of the city—Southern California's most significant youth training project, a streamlined school of agriculture. This school is to serve the community for intelligent food production and will present the more modern methods of farming.

Charles Albert Adams, state chairman for the 25th annual observance of Public Schools Week and former member of the California State Board of Education, announces that the week will open April 24 with the general theme, "The Schools and Post-War Planning."

✓ ✓ ✓

Dr. Walter F. Dexter, State Superintendent of Public Instruction, announces the organization of seventy-five community canning centers will be completed under the sponsorship of school districts throughout the state.

✓ ✓ ✓

Dr. John S. Carroll, County Superintendent of San Diego Schools, has set April 1 as the date of his Trustees Institute. Walter Morgan, Assistant Superintendent of Public Instruction and Chief of Division of Research and Statistics, and Florence C. Porter, Executive Secretary of California School Trustees Association, will be the speakers, Mr. Morgan speaking on "Education in the Post-War World" and Mrs. Porter discussing "The School Board Member Faces Post-War Problems."

The Elementary School Is Under Fire

WE ARE TOLD THAT HUNDREDS OF THOUSANDS OF SELECTEES CANNOT READ OR WRITE WELL ENOUGH TO SERVE IN MODERN ARMIES.

Is the Charge Justified? If so, who is to blame?

We know from the evidence that children read and write better today than they did twenty years ago. Elementary school programs have vastly improved during the last two decades. But unfortunately the demands of modern life have more than matched the improvement. The Army itself has set higher standards in this war than in World War I.

The Elementary English Review

brings to teachers and supervisors the latest and best expert thought on the teaching of two of the three R's. Last year's symposium on reading, for example, brought in thousands of requests for reprints. Radio, motion pictures, speech, children's books, the magazine, and the newspaper receive their share of attention. Your membership in the National Council of Teachers of English ($2.50 per year) brings you not only the **Review**, but also news of the work of its committees, particularly the Elementary Section Committee, now engaged in preparing pamphlets on Elementary English and the War.

THE ELEMENTARY ENGLISH REVIEW

An Official Organ of the National Council of Teachers of English

211 West 68th Street, Chicago

Western School News

Edited by MORRIS WAGNER

LEADING SCHOOL GROUPS CONFER IN SACRAMENTO

Five of California's leading educational organizations were called to meetings in Sacramento during the week of January 24 by Dr. Walter F. Dexter, State Superintendent of Public Instruction. Groups meeting included the State Board of Education, the State Curriculum Commission, county superintendents, state college presidents, and the new Advisory Council of the superintendents. Many important aspects of education throughout the state came under consideration at these meetings, and the sum total of the interesting reports and discussions amounted almost to a general survey of the state's educational development. Particularly did the meetings take stock of the wartime development of the state's schools and post-war planning.

The State Board of Education, at its meeting the first two days of the week, heard reports from heads of the State Department of Education. One of the most interesting was that of Mr. J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education, and Chief of the Bureau of Trade and Industrial Education. Mr. Beswick outlined the work the schools have carried on in the training of war workers, beginning with the job first entrusted to his department, which was to go into industry and bring out 5,000 teachers to train war workers. Mr. Beswick stated that the responsibility for the tremendous job of training workers for the war production program was placed upon the state boards of education by Congress, and that California was far ahead of other states. California was already running vocational schools and training war workers before a cent of federal funds had been appropriated.

Our highly developed educational program made it possible for California to lead in this training program. The 719,000 men and women trained in this state represents not only the largest number trained in one state but one-fifth of the national program. Of this number 162,000 women are either in training or on defensive jobs. The State Board now owns equipment valued at $3,000,000 which is in the schools but which remains in the name of the State Board of Education. Some $22,000,000 in federal money has been spent in the program of war production training. It has been the responsibility of the state and federal governments to finance the program. Mr. Beswick reported that, since Pearl Harbor, the schools have been at the disposal of the training program twenty-four hours a day, seven days a week.

Tribute was paid to Mr. Beswick by Joseph P. Loeb, Board member, for the magnificent and dramatic job he has done.

Dr. Walter F. Dexter stated in relation to the vocational program that he planned at a future session of the State legislature to ask that the program of vocational education be broadened in the state's high schools, seven teachers' colleges, and forty-five junior colleges. Dr. Dexter stated to the Board of Education that the day will come when unless an individual is skilled in some art or trade when he finishes his schooling, he will not be considered cultured. He reported that a system of short-wave radio stations which would beam education to schools within a 50-mile radius is one of the points in the broad vocational program which he is proposing. The U. S. Bureau of Education is now working on this idea.

Miss Helen Heffernan, Chief of the Division of Elementary Education, reported on the elementary schools, presenting the problem involved in increased enrollment and loss of teachers to industry. She stated that, since last July, 1,200 emergency credentials have been issued. One of the great problems facing the elementary schools is in-service training of teachers, so many of whom are less well trained than the standards of California require. The shortage of teachers, plus the increasing enrollment, is the cause of overcrowded classrooms, many of which number 48-52 children per teacher.

Miss Heffernan, in reply to questions concerning California's program for the elementary schools, outlined four major points of emphasis. The first is concerned with the physical development of elementary school children of which she stated there are more than 800,000 from 5-14 years of age. The experiences outlined for children are as follows:

1. Experiences which facilitate normal physical growth and development through programs of health education and physical education, and services such as medical examinations, nutrition programs, and guidance. The nature of the growing children with whom the elementary school works makes this aspect of the program designed to promote physical fitness, mental health, and social adjustment of fundamental importance.

2. Many firsthand and vicarious experiences concerning man as he lives and works in his physical world, has utilized the resources of nature in the satisfaction of his basic human needs, and has built social organizations and made social arrangements to direct the relationship of men to one another. These considerations constitute the basis of the social studies-science program.

3. Experiences to provide many opportunities so the child may progressively acquire efficiency commensurate with his maturity in the use of the tools of learning such as reading, language, spelling, writing, and arithmetic.

4. Opportunities for the child to interpret his experiences through art, music, literature, and rhythmic expression and to learn to appreciate the ways in which artists of all ages and all cultures have interpreted their experiences esthetically through various art media.

Miss Heffernan stressed the value of the enrichment of our culture through this fourth aspect of education, ending the outline with "Let us not forget 'the glory that was Greece and the grandeur that was Rome.'"

Miss Heffernan stated that there are 1,328 one-room rural schools in the state. Many questions were asked by Board members so that Miss Heffernan's report became an informal discussion between herself and the Board members.

Among other points raised was that concerning the number of children per class, which Miss Heffernan said should be limited to thirty to secure the best results for the individual child. Robert M. Dulin, Board member who is also a member of the Beverly Hills Board of Education, stated that his Board limits the number to twenty-seven per teacher.

In connection with the rural schools, Miss Heffernan spoke particularly of the wonderful work of the County Library. She stated that "One of the finest services provided to rural education is that rendered by the County Library." At the close of Miss Heffernan's report, Mr. Gilbert H. Jertberg made a motion commending Miss Heffernan "for the excellent presentation and justification of elementary education in California that she made

(Continued on Page 6)

SCHOOL GROUPS CONFER

(Continued from Page 5)

before the Senate Interim Committee in San Francisco." The motion was seconded by Mr. Loeb.

Assemblyman Lee T. Bashore of Glendora, Los Angeles County, a member of the Joint Interim Committee on Taxation, was present at the meeting at the invitation of Dr. Dexter, and discussed the question of more money for elementary schools and reorganization of the financing of the state schools. Mr. Bashore stated that our whole financial system needs revision so that children in counties financially unable to provide the best educational facilities should be assisted in doing so.

Superintendent Cobb of Ventura made the report to the State Board of Education for the Curriculum Commission, which had met at the same time as the State Board of Education at the call of Dr. Dexter. Superintendent Cobb outlined the work and the extensive program of the Commission which includes an overall study of the social studies field and possible realignment of the curriculum. Various school organizations have been called upon to assist in this study.

As chairman of the Curriculum Commission, Dr. Dexter gave a heartening word for the place of the textbook in the curriculum.

Dr. Albert R. Lang, Dean of Upper Division and Head of the Department of Education, Fresno State College, whose term on the Commission has expired, was called upon by the Board and was commended for his excellent service on the Commission. This was Dr. Lang's last official appearance as a Commission member.

Two new members were appointed to the Curriculum Commission: Miss Rubie Burton, La Cumbre Junior High School, Santa Barbara, and Harry M. McPherson, Principal and District Superintendent, Napa Junior College.

The presidents of the state colleges, in reporting to the Board of Education, stated the need for new buildings at their respective institutions. Dr. Thomas W. MacQuarrie, head of San Jose State College, declared that many students were leaving his school because of lack of housing. Dr. Dexter told the state college presidents and the Board that he intends to ask the next regular session of the Legislature to provide for post-war construction of dormitories at state colleges.

The State Education Council meeting in Sacramento the same week as the State Board of Education reconstituted itself as the State Superintendent's Advisory Council. Under the new setup the purpose of the organization is specifically advisory to the Superintendent of Public Instruction, with reference to matters he may wish to refer to the Council and in interpreting and presenting to him problems or conditions having to do with the efficiency or the proper functioning of the state's school system.

The extensive program of research outlined by the Council includes the immediate establishment of an agency to coordinate and make available to the Council and its committees all existing research activities in the state, and the establishment of a central agency, adequately financed, to conduct original research on educational problems as the necessary basis for state educational policy. The specific purposes to be attained by these agencies are: to collect and interpret data essential in educational policy-making and educational planning; to check and verify or correct any data presented by any group for the purpose of influencing educational practice, policy, or planning; to serve as a clearing house for research studies in education made by local school systems, by individual researchers, by institutions of higher learning, or by any agencies working in education or related fields; and to furnish professional guidance in educational research to boards of education teachers, and others in need of such service.

Since the Advisory Council is concerned primarily with problems of educational policy and administration, its membership will consist largely of members of administrative professional organizations. The Superintendent may appoint other individuals as well when he considers it appropriate. The Advisory Council will hold two meetings a year.

Some of the committee reports presented on work done in the Advisory Council's first year of operation, under its original name of State Education Council, were those of: the Committee on Organization and Implementation of Program of Research with Forrest C. Murdock, Principal of the San Jose High School, as chairman; the Committee on Rehabilitation of Veterans, B. O. Wilson, Contra Costa County Superintendent of Schools as chairman; the Committee for Study of Legislative Proposals, Frank M. Wright, District Superintendent of El Monte Schools, as chairman; the Committee on Audio-Visual Education, Ruth Edmands as chairman; the Committee on Post-High School Education, Dr. A. C. Roberts, President, San Francisco State College, as chairman.

SUB-COMMITTEE ON CONSERVATION

The California Committee for the Study of Education recently announced the appointment of a Sub-Committee on Conservation. The personnel of the Sub-Committee includes J. Will Burnett, Stanford University; Pearl Chase, California Conservation Council; Helen Heffernan, California State Department of Education; Albion H. Horrall, San Mateo City Schools; Boyd B. Rakestraw, Extension Division, University of California;

Dr. Bernice Baxter

Corinne A. Seeds, University of California at Los Angeles, with Bernice Baxter, Oakland Public Schools, serving as chairman. Dr. Baxter is one of the National Vice Presidents of Campfire Girls Incorporated and a member of the National Executive Committee. She is Chairman of District 5 which includes three states —California, Arizona, and Nevada. Conservation is one of the major interests of Campfire work.

The Sub-Committee was appointed at the request of the California Conservation Council to assist in developing a coordinated program of conservation education in the schools and to provide assistance in increasing, through education, the wise utilization of resources in the state and nation.

The importance of conservation education is widely recognized. "Conservation is an attitude of mind and a way of living." It is exemplified in intelligent use, substitution, and replacement of resources and in the preservation of esthetic values. Education has serious responsibility in giving consideration to the problem of conservation at all levels of the school program.

Educators and other community leaders are invited to communicate with the Sub-Committee on Conservation and to cooperate in the formulation of a state-wide program of conservation education.

SAN FRANCISCO NEWS ITEMS

The San Francisco Board of Education at a recent meeting reelected Harry I. Christie to the presidency and Bart Supple to the vice-presidency. Mr. Christie has been a member of the Board for more than two years, and was unanimously selected as president of the Board in January of 1943. During his presidency Mr. Christie has taken a special interest in San Francisco's vocational training program, making a trip through the Middle West to observe the operation of trade and vocational training schools in other cities and bringing back suggestions for stepping up vocational training in San Francisco.

Among other San Francisco appointments of interest is that of Miss Marion Turner of the San Francisco Junior College, appointed to the position of supervisor of the city's wartime program of child care. Mrs. Alta Harris, supervisor of the city's elementary schools, was placed on a part-time basis as assistant child care supervisor with an increase in salary. Under the proposed new arrangements Mrs. Harris will split her elementary school duties with those of her new appointment to the child care program.

Miss Susie J. Convery was promoted to director of elementary education. In this newly created position Miss Convery directly assists Bertha E. Roberts, deputy superintendent of elementary schools. Coming from the principalship of the Commodore Stockton School, Miss Convery has had extensive experience in administration and supervision in the San Francisco schools. She has been supervisor and principal of several schools, including Starr King, Redding, the double schools Monroe and Excelsior, as well as the Commodore Stockton, principalship of which she held at the time of her promotion. The work involved in her new position is not in itself new to Miss Convery, as Miss Roberts some years ago had brought her into the department as an elementary supervisor, which position she held for several years before returning to a principalship. In promoting Miss Convery to a directorship, San Francisco is recognizing outstanding ability in its own school staff.

Among other promotions to newly created positions within the last year was that of Miss Margaret Holland, formerly vice-principal at Edison, who was appointed supervisor of counseling and guidance in the elementary schools under Mr. I. O. Schmaelzle, director of counseling and guidance, and that of Miss Lorraine Walsh, also of Edison School, who was appointed as additional supervisor of music, assisting Charles M. Dennis, director of music. Miss Walsh went directly from the classroom to her position. This was due to her special gifts and training in music and her work in teaching music in other grades than her own at Edison, particularly in directing the Edison Glee Club, which achieved a reputation for outstanding excellence. Miss Walsh also had a part in the new state textbook by Irmagarde Richards, *California*. Authentic Indian melodies had been secured for the text. These melodies were rhythmic patterns without meter and Miss Walsh arranged them for piano and voice so that they might be

Harry I. Christie

used adequately by children seeking Indian songs for a unit on California Indian life. Miss Walsh's training, besides extensive private study, included special study under the Dominican sisters at St. Rose Academy, the San Francisco State College, and the University of California. While her supervision in San Francisco is in the elementary field, she holds teaching credentials from kindergarten through secondary schools.

* * *

Lieutenant Lloyd D. Bernard, Director of Teacher Training, and Professor of Education at Chico State College, is one of the executive officers in charge of the Naval Training Program at Colorado College, Colorado Springs.

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SACRAMENTO VOCATIONAL CONFERENCE

State-wide educational leaders, at the instigation of Superintendent J. R. Overturf, met with representatives of the Sacramento School Department, January 31, February 1 and 2, to discuss a vocational training plan for this city, leading toward post-war planning.

The aftermath of the conferences will be a series of meetings by a special committee of administrators and teachers to consider suggestions made at the three-day conference, after which recommendations will be submitted to the Sacramento Board of Education for consideration and approval.

The conferences revolved around the following questions:

1. For whom should occupational training be set up in Sacramento?

2. What kind of occupational survey should be provided by the Sacramento Schools?

3. What types of occupational training should be provided by the Sacramento Schools?

4. What should be the set-up for vocational guidance in the Sacramento Schools?

5. How should trainees be selected for vocational courses?

6. What should vocational students be given by way of pre-vocational information and training?

7. What adjustments should be made in schools for providing for adequate rehabilitation training?

8. What type of school organization should be set-up in Sacramento for job placement for vocational trainees?

9. What should be the plan for following-up on trainees who have been placed on jobs?

10. What type of teacher should be selected for occupational training? What should be the training of such a teacher? What in-service training should be required?

11. What are the essential phases of a school organization for implementing the occupational training program suggested in relation to the above?

Dr. Edwin A. Lee, Dean of the Department of Education, UCLA, was moderator and the following from the State Department of Education assisted:

Dr. Ira W. Kibby, Chief, Bureau Business Education; Dr. Frank B. Lindsay, Assistant Superintendent and Chief, Division of Secondary Education; Dr. H. D. Hicker, Chief, Bureau of Vocational Rehabilitation; Dr. H. B. McDaniel, Director, Occupational Information and Guidance, all from the State Department of Education, besides Dr. David F. Jackey, Supervisor, Trade and Industrial Teacher Training, UCLA.

The Sacramento committee which sat in conference with the group and which will organize data for a series of meetings to be held within the immediate future, includes:

George C. Jensen, Assistant Superintendent, chairman; William J. Burkhard, Assistant Superintendent; Dr. Nicholas Ricciardi, President, Junior College; S. A. Pepper and Malcolm Murphy, Senior High School Principals; Dr. Arthur Polster, Director, Research and Personnel; Warren Dayton, Director of Vocational Education; E. May Luther, Supervisor, Home Economics; Fred Pribble, Co-ordinator, Co-operative Education; Frank Vincent, Co-ordinator, Continuation Education; John Carpenter, Dean, Adult Education; Ray Dean, E. P. O'Reilly, James Callaghan, Hilton Lusk, Ralph W. Parker, A. K. Rigast, J. N. Gardner, Herbert Matthews, Jerry Castleman and Merril Osenbaugh.

THE BARSTOW SCHOOL AND WAR ACTIVITY

By Fred W. Clooney
District Superintendent

Before the impact of war the Barstow Union Elementary School had enjoyed a steady, though not rapid growth. Because of tourist trade — Barstow serves two transcontinental highways, highway No. 66 and No. 91, and two major railroads, the Santa Fe and the Union Pacific — new auto-courts, additional filling stations, trailer-courts, and restaurants were built, bringing the attendant help to operate those businesses. The help in their turn brought their families.

Due to a climate adaptable and suitable for chicken raising, a number of chicken farms were started in the area. More dairy farms were put into operation to care for the increased population.

The following figures will give the picture of our normal growth before the war. In 1938 the enrollment in the elementary school was 398, the A.D.A. for that year 374.50. In 1939 the enrollment was 411, the A.D.A. 387.15. In 1940 enrollment was 416, A.D.A. 393. Then came the war, and by the end of 1941 our enrollment was 490, with an A.D.A. for the year of 406. At the end of 1942 our enrollment was 630, our A.D.A. for the year 513. Our present enrollment is 686, and our A.D.A. for the present term is 566 to date. Thus, the increase in A.D.A. shows a gain of 44 per cent since 1941. The faculty has increased from fourteen to nineteen teachers.

The Douglas Aircraft people have their large field, their own housing, and large civilian personnel at Minneola, less than twenty miles from Barstow. There is a large Reconsignment and Holding Depot at Yermo twelve miles away, the Marine Depot three miles east of town, and a Federal Housing Project located in Barstow. Money has now been allotted for an $800,000 expansion to the Marine Depot. Certainly this will bring in its share of additional children.

While we have had a Federal Housing Project and a private building program, the housing problem is still acute, and people leave Barstow daily because they are unable to secure housing. Many old houses have been patched up and renovated. Trailer camps are on every hand.

Our new school building built in 1937 at a cost of $113,000 is already overcrowded. The library room is being used for a classroom, and the cafeteria has been abandoned as a feeding room but is doing double duty as a classroom of double sessions, running from 8 a.m. to 4:30 p.m.

We were at a loss for housing for our primary grades until we managed to purchase a long building, formerly a bunk house, from one of the construction companies who had finished with it here. We had this building cut into four sections, moved to our grounds, windows put in, doors added, new roofs put on, linoleum laid, the outside stuccoed, all this, of course, after long delays with priority ratings, labor difficulties, house-mover concerns, etc. Finally, however, when school opened September 13, we had four good, light, tight bungalows, as fine as one could wish, for our two firsts and two second grades.

Military Drill should not take the place of physical education during this war period, Henry L. Stimson, Secretary of War, advises secondary schools. He states that a good physical condition is extremely important and cannot be developed in a short time, while military drill can be acquired in a relatively short period after induction.

NEWS NOTES

Lieutenant Irving R. Melbo, U. S. Naval Reserve, Professor of Education on leave from the University of Southern California, was on the Coast early in February. Lieutenant Melbo is in field supervision, attached to the training division of the Bureau of Naval Personnel, Washington. His work frequently takes him out of the United States. Lieutenant Melbo is the author of several books, among them *Our America*, and *Our Country's National Parks*.

Paralleling the Report Given by Miss Helen Heffernan, Chief of California's Division of Elementary Education, to the effect that more than 1,200 emergency credentials have been given in California due to the teacher shortage, is the report of Willard E. Givens, executive secretary of the National Education Association, on the national school situation. Mr. Givens reports that more than one million American school children are being taught today by substandard instructors. Since Pearl Harbor 200,000 teachers have gone into the armed forces or war factories. Last year 180,000 teachers were new at their jobs. This year the newcomers will total about 170,000. "Not only is the crisis unabated, prospects for the future are far from bright," states Mr. Givens.

The N.E.A. survey involved 1,500 school systems. The chief factor blamed for the shortage was low teachers' salaries. While the minimum government salary for a professional worker is $2,000 a year, the N.E.A. said, 44,000 teachers earn less than $600 annually and 254,000 less than $1,200. When the war began, 10,000 rural teachers were making less than $300 a year. There are about 900,000 teachers in the country.

Herman A. Buckner, City Superintendent of Schools, Pomona, has sent an encouraging message to publishers on how to present their "wares" in the most effective way. It is the administrative policy of the Pomona city schools to recognize that publishers' representatives are not merely "book peddlers" but educational specialists in their own right who can assist school people in the capacity of consultants if a cooperative plan is provided to insure opportunity for publishers to present their materials where and when they may most be needed. Superintendent Buckner has therefore issued an invitation to publishers' representatives to call on him in his office whenever they are in the community, and to receive a copy of the school directory for reference. Furthermore, Mr. Buckner has included with his cordial invitation a very welcome schedule listing the teachers of various subjects at each of the Pomona schools and giving the exact time periods when these teachers may see publishers' representatives. The precise procedure for handling sample texts is given also. A schedule such as the one Mr. Buckner has provided would be much appreciated during peacetime by harried bookmen used to going through much waste motion in lugging their heavy sample cases about on the mere hope of gaining interviews. But in wartime, when loss of time means loss of precious gasoline also, and when the number of school calls must be limited in any case, a gesture such as Mr. Buckner's is a life-saver, and patriotic besides.

Fresno State College is desirous of receiving from the Fresno County teachers suggestions relative to courses which they would like to see offered at the coming summer session which will be held again on the college campus. Plans will be made at the college to offer the type of work which will be of greatest interest and usefulness, if teachers indicate their preferences. The College is planning some demonstration rooms this summer for the observation of teaching techniques. Discussion conferences will be arranged and correlated with this demonstration work.

California School Business Officials are holding their convention March 13-15 in Fresno. John Berger, Business Manager at Piedmont Public Schools, is President of the Association.

Leo B. Hart, Kern County Superintendent of Schools, is author of an article featured in the December issue of *The Nation's Schools*, titled "Sky's Clear for Migrants' Children." The story deals with the migrant situation in San Joaquin Valley and how the Arvin Federal School has dealt with the problem of educating these children. It carries on from the situation pictured in *Grapes of Wrath* to reveal a brighter picture of families similar to the "Joad" family.

Brentwood and Liberty elementary districts, Contra Costa County, voted almost unanimously, at an election held on December 3, to form a union school district. Trustees have been appointed, and the union will become effective on July 1, 1944.

Four More New World Neighbors

Twenty books

Ages 8 to 14

HOLIDAY IN ALASKA
By Alma Savage
Describes a boy's experiences while hunting, boating, and visiting an Indian village and the Alaskan Highway. Ages 9 to 12. Illustrated in color.

CHILDREN OF THE SUN IN HAWAII
By Li Ling-Ai
Three boys touring Hawaii learn of living conditions among different groups of people on farms and in the city. Ages 9 to 12. Illustrated in color.

PIONEERS OF PUERTO RICO
By Muna Lee
Puerto Rican history, customs, and products play an important part in these five lively stories, following the fortunes of a typical family. Ages 10 to 14. Illustrated in color.

WORK AND PLAY IN THE PHILIPPINES By Arsenio B. Acacio, Ricardo C. Galang, Alvaro L. Martinez, A. B. Makiling, and Bienvenido N. Santos
These stories of five boys from different provinces of the Philippines reveal the climate, customs, and products of the islands. Ages 10 to 14. Illustrated in color.

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Library News

Edited by MABEL R. GILLIS, State Librarian

SEND YOUR BOOKS TO WAR

By Thelma Reid
Field Representative
California State Library

We are again called upon to provide our fighting men with more books. With the approval of the Ninth Service Command, the California Library Association is now launching a state-wide "SEND YOUR BOOKS TO WAR" campaign which will continue through the year. The supply of donated books previously collected is now exhausted in this state, and many more books are urgently needed to fill requests.

It continues to be necessary, in California at least, to carry on the book collection program begun by the national Victory Book Campaign Committee in 1942 and terminated in December last year. The California Library Association's "SEND YOUR BOOKS TO WAR" campaign is planned to accumulate good books for men in service, particularly in the Pacific war zone, through emphasis on the recommendation: "Give the books you got for Christmas, and if you have no books to give, give money, and we will buy the books." It is now possible to determine quite accurately just what types of books are most widely read by men in service, from reports from actual observers and from the men themselves.

In many instances, California is the "shoving off" point for outfits destined for the Pacific area, and with the anticipated acceleration of activity in that theater of the war, California librarians have been made especially aware of the book needs of service men, through direct requests from Army and Navy chaplains and from the men themselves, either waiting to go out or just returned from the Pacific war zone. Requests are on file from the American Merchant Marine Association Library in San Francisco, which provides library service to merchant ships and seamen; the Los Angeles and San Francisco Branches of the Ninth Service Command Library supplying books for transport use and for overseas shipment from these west coast embarkation points, as well as small station and traveling libraries for distribution within the state; and isolated ship and shore units. The Army and Navy are supplying good books, through regular channels, but the quantity is not as yet satisfactory. Civilians can still help. A recent request for 5,000 books could not be filled. Mrs. Leah R. Frisby, Supervising Librarian of the San Francisco Branch of the Ninth Service Command Library, said: "I scraped the bottom and could deliver 450."

Men in the Armed Forces Do Read

Mrs. Frisby continues: "The most important fact is that soldiers do read. According to statistics gathered in the camps, reading is the second most important leisure activity of the men, topped only by the movies. . . . What do they read? Like every normal American, fiction comes first, and the new fiction at that. . . . The basic libraries established in camps consist of two-thirds fiction. Of the fiction group, western stories rank high in favor, since they are so definitely 'escape' books for the men. They read six westerns to every one of mystery stories. This makes a neat problem, because so many westerns are out of print!

"Closely following fiction come travel and biography, and technical books are almost as much in demand. Of course, humor and cartoon books are read to shreds, and every available one is purchased for the camps. Language books, especially German, French, Russian, Japanese and Chinese are in high demand, both readers and grammars."

Camp librarians unanimously report that, although soldiers like serious fiction and non-fiction that will help them understand the war, adventure stories and westerns, detective and mystery fiction are the two types of books most in demand. We know that the boys are not especially interested in novels about World War I, but they have great curiosity about Napoleonic campaigns and the length of tomes like Tolstoi's "War and Peace" does not daunt them. Surprisingly, there are frequent requests for "a good love story," and the classics are by no means forgotten. Many soldiers like poetry, but they do not usually care much for the little known poets. They like humorous stories and cartoons, but generally speaking, the circulation of adventure stories out-ranks humor, at least in the training camps!

Books for Self-Improvement

The Army best-seller last year was "The Pocket Dictionary and Vocabulary-Builder." Probably the new amount of letter-writing has made the soldier sensitive about his spelling. And he is also interested in other types of self-improvement: *How to Win Friends and Influence People, The Art of Thinking* and *The Pocket Quiz Book* are at the top of the list of favorites when he buys his own books. Interest in biography has somewhat slacked off in favor of books on current history. Like the folks at home, the service man is concerned with the place of the United States in world affairs now and after the war.

From somewhere in the Mediterranean theater of war, a young Second Lieutenant writes: "In books, thousands of men in training camps have found, and still find, solace and refreshment unobtainable anywhere else. . . . Further training, or shipment overseas, or close preparation for actual combat are also catalysts — each with its nerve wrecking periods of waiting. Again come books, read with an intensity civilians can never know, with the attendant release that only books can give. There is no moral to this kind of reading —the Bible, Erle Stanley Gardner, Zane Grey, Wendell Willkie, Guy de Maupassant, Booth Tarkington, Mary Roberts Rinehart, William Saroyan, Shakespeare are all the same if they accomplish release from intolerable strain."

Books On Sea and On Land

Books are important to the men after they have completed their training and go on to their posts of duty. Many acknowledgments have come in from recipients of results from the earlier book drive. In a V-mail letter to Mabel R. Gillis, State Director of the now discontinued national Victory Book Campaign and present Chairman of the War Activities Committee of the California Library Association, a young Storekeeper, Third Class, in the Navy wrote:

"I'm writing this while standing by my bunk. When the ship rolls to starboard I write a few words; when it rolls to port I just hang on.

"I have just been talking to the boys running the library for the chaplain. We have about 600 books aboard—all stamped as contributed during the Victory Book drive and from the Ninth Service Command. About 95 per cent of the books are out all the time, and one sees boys in blue and khaki crowding (often in cramped and uncomfortable positions) into what little shade there is. Adventure stories, particularly westerns and mystery stories are, naturally enough, the most popular.

Forester's *Captain Hornblower* has been a favorite. . . . Travel and biography were needed more, but we were really glad to get anything. When I wasn't playing chess I was reading—some of Sinclair Lewis and Tolstoi's *Anna Karenina*. Most of us would have been lost without reading matter of some kind and we now appreciate the Victory Book drive."

Several stories of actual happenings have come to us recently. "I sat near a chap at Letterman Hospital Grill who had just returned from Guadalcanal. He reported that his outfit had one book, and that they had literally read it to shreds." Another group on their way overseas had a few copies of the *Reader's Digest*. The first day they read the stories, the second day they read the articles, the third day they read the jokes, the fourth day they read the cover ads, and then they started all over again! A Major in the south seas tells of the private who was reading a book in a fox-hole, with the sounds of battle about 200 yards away. A passing Captain remarked, drily, that "it must be an interesting book." "A cousin of mine in New Guinea sent a money order along with a request that I buy some books for him and his outfit, because they wanted them so badly." Stories like these all indicate that books are really needed and highly appreciated.

Mrs. Jean Lynch Dabagh, formerly librarian of the Los Angeles County Civil Service Commission, now Librarian of the 14th Naval District, Pearl Harbor, T. H., in a recent letter, discusses the reading needs and wants of the Navy, ashore and afloat. "Our greatest need is light fiction or escape reading, but you'd be surprised at the requests we get for the better novels, and for non-fiction and technical books on all subjects. The Navy likes to read, there's no doubt of that. And books can take a sailor's mind off the fact that he's six thousand miles away from home, even better than a bottle of beer or a movie."

Post hospitals have found that the horse as a means of escape ranks ahead of murder, and Zane Grey is the American Army's Number One author. The popular pocketbooks and other small sized editions of well known titles are ideal for hospital libraries, light, well-printed and easy to hold.

A plentiful supply of books is essential to meet all these varied demands, and, of course, with such ardent usage, they wear out and must be replaced. The normal life span of a volume in a Service Library Collection, particularly in many areas of the South Pacific, is incredibly short, aside from normal wear and tear. Miss Topping, Ventura County Librarian, reports: "Yesterday a [Navy] Lieutenant . . . came in. He said he had an allotment to spend for books but he realized he had spent it all on technical books and that he needed some recreational books. . . . He told me what so many others have said, 'These books are expendable, the climate is hard on books; they disintegrate and become useless. We will probably wear them out completely at the base to which we are assigned.'"

Good Books Help Morale

A good book is a valuable and convenient instrument of morale. It may deal with the war, it may deal with the peace, it may range from current affairs to history and biography; it may entertain, inspire, illuminate; it may provide technical information to help a fellow get ahead in the Army or Navy today and in civilian life tomorrow.

Nearly every adult in the United States of America likes to read something. Look at people on street cars, trains and busses, in railroad stations, doctors' waiting rooms, in their own homes. They'll read whatever they can lay their hands on. Someone has said that America is the readingest nation in the world . . . and our American Army is the readingest army in the world. Our fighting forces are made up of millions of men who were civilians from every walk of life. They haven't changed. They'll still read whatever they can lay their hands on.

As a weapon in the war of ideas, a book has a place to fill in this war. Whether as source of morale or of information, it is recognized by our military leaders as a part of our fighting equipment. Our avowed purpose, therefore, in this drive is to provide books — good books—for the increasing numbers of our fighting men on the Pacific Coast, soldiers, sailors, marines, coast guardsmen, and merchant seamen.

As President Roosevelt said in his letter to the Council of Books in War Time: "Through books we have appraised our enemies and discovered our allies. We have learned something of American valor in battle. We have, above all, come to understand better the kind of war we must fight and the kind of peace we must establish. This is proper, for a war of ideas can no more be won without books than a naval war can be won without ships. Books, like ships, have the toughest armor, the longest cruising range, and mount the most powerful guns."

California Library Association Conducts Drive

Dr. Mary Duncan Carter, Director, School of Library Science, University of Southern California, and President of the California Library Association, has named a War Activities Committee under the Chairmanship of Mabel R. Gillis, State Librarian, to direct the "SEND YOUR BOOKS TO WAR" campaign throughout the state. The members of the committee are representatives of the various districts of the California Library Association, as follows: Golden Empire District, Albert C. Lake, Sacramento County Librarian; Mount Shasta District, Mrs. Alice J. Frederick, Tehama County Librarian; Redwood Empire District, Edna Davis, Humboldt County Librarian; Yosemite District, Bessie B. Silverthorn, Stanislaus County Librarian; San Francisco Bay District, Mary Bermby and Mrs. Elizabeth G. Potter; Portola District, Dorothy Hamilton, Palo Alto Public Library; Southern District, Thomas J. Dabagh, Los Angeles County Law Librarian.

School librarians are represented on the War Activities Committee by Jewel Gardiner, Librarian of the Teachers Professional Library, Sacramento, and Marjorie Schramling, Librarian of the Los Angeles High School.

Librarians of Special Libraries of the state who will serve on the War Activities Committee are Mrs. Avis Stopple, Librarian of the Fire Underwriters Association of the Pacific in San Francisco, and Isabelle P. Farnum, Librarian of the Naval Operating Base, Roosevelt Base Library at Terminal Island.

Cooperating with the War Activities Committee is the California Library Association Public Relations Committee, whose Chairman is Grace R. Taylor, Librarian of Sacramento City Library. Miss Taylor has as her committee members Margaret Girdner, Supervisor of Bureau of Texts and Libraries in San Francisco; Marjorie Kobler, San Diego County Librarian; Frances Richardson, Librarian at 20th Century-Fox Studios, Los Angeles; Bessie B. Silverthorn, Librarian, Stanislaus County Library, and Thelma Reid, State Library.

The drive for books will be handled in each community by the local librarian. Plans and programs with the cooperation of clubs, churches, schools and various organizations will vary according to the local situation.

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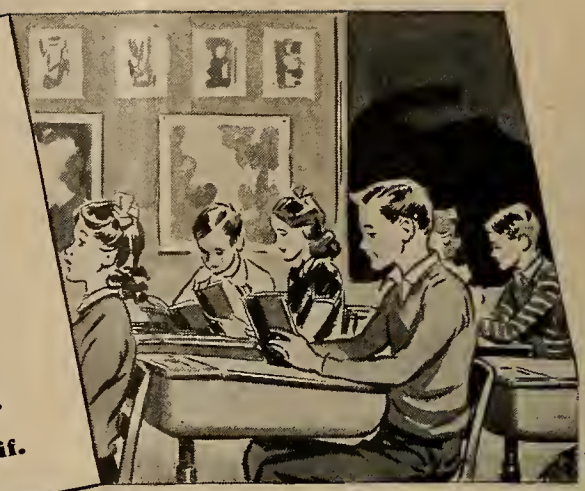

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March, 1944

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Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
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155 Sansome Street
San Francisco

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

The art of traveling in these war years on business, war, or for visiting our fighting men before they leave for foreign shores, is something one has to become resolved to observe philosophically. In the final analysis no one has to travel except the fighting men to their final destination of battle. Business, that is, civilian as differentiated from that of military supply, can be conducted by mail, and if not furthered in this manner can then fold up gracefully and retire as a sacrifice on the altar of freedom. But as one travels the trains and busses and sees the masses on the move, military-on-leave as well as civilian, one is constrained to ask why all this mad rush, and whether the United States is becoming used to regimentation—standing in line for tickets, standing in line for shows, standing in line for meals, standing in line for hotel reservations, standing in line and being given a number in stores to be waited on, standing in trains and busses when one is fortunate enough to push aboard, standing up and talking what-goes-for-courtesy in these wild bedeviled years. We wonder why it is necessary that around fifty per cent of the travel is of women coming or going from seeing their men folk in the armed services. We realize that depths of feeling are at stake, but if winning the war is the first consideration, why is it continually necessary to lessen armed training efficiency by some forty per cent? These are estimates of army officers of what happens when the women folk arrive. They come by the tens of thousands, swamping towns for miles around camps, find no accommodations, little food and little to do if they are fortunate enough to find lodging while waiting for their men on week-ends. Then there is governmental travel, one dignitary bumping another, the swarms of governmental employees on the move, when it is admitted letters or the telephone or telegraph could do the work. Battered and breathless in between are the few traveling men who are out to try to keep civilian business vitalized enough to be ready for revival after the war. Much of this, of course, is caused by gas rationing and by reduction of civilian use of automobiles. One must, though, give all-out praise to the transportation people of the country when one sees the railroad tracks kept hot by troop trains, freights, passengers—one wonders at the tremendous efficiency so far shown with equipment that has not been kept up to a fraction of the ordinary time replacement. Under conditions one would think could easily spell disintegration, the trainmasters still keep things rolling, and the more power and praise to them.

* * *

The things that can be seen in one-third of a Continent as one travels east from the Pacific Coast toward the Rocky Mountains are only measured by the retentive power of age and mind. The first of March is the month before the outburst of spring. In the Santa Clara Valley the prune, cherry, peach, and apricot orchards are still barren, and the rows of newly pruned trees stand expectant for the blossoms and leaves soon to come. As one rides over the Pacheco Pass out of Hollister to the San Joaquin Valley, the Coast Range is showing a green canopy, the gold of the first poppies appears, and wheat fields are starting to become expanses of green. The rolling hills are clear-cut, and down the gulleys and river beds water still runs. The oaks are just budding, and in the ravines the willows are bursting into leaf. Cattle range in great fields, and sheep and lambs are seen as one travels further south. Across the Merced countryside the wild hens and ducks still appear on the flats that used to be rice fields. The almond orchards are in bloom, and the sprayers are out in force in the peach orchards where the pink blossoms are abundant. The fig orchards stand starkly spaced with whitened limbs that so soon will be covered with dark live green leaves. The vineyards of muscat and wine grapes are pruned and lie in low squatness in their mile-long lines. The oil wells around Bakersfield are alive with clang of walking beams and burst of steam. Neon lights still outline the hundreds of auto camps that paradoxically are now doing more business than ever with auto traffic curtailed. The Ridge Route over the Tehachapi is open, though two days before it was closed by four feet of snow. The San Fernando Valley still shows the signs of a late dewy unpleasantness—it does rain in Southern California occasionally. The High Sierras, covered with snow, are a jagged stop-gap to the east. Snow in abundance is on the mountain tops. In the Plumas National Forest Reserve the snow is sixty feet deep in drifts and sixteen feet on the level. On the Summit, on the way to Reno, snow is only twelve feet deep. At the foot of the Sierras to the east Reno lies bathed in warm sunshine. The Truckee River quarrels through the town in muddy swirl and eddy. Reno seems deserted on the streets, but the emporiums of chance are filled to the brim day and night. Gone are most men attendants, and the women have taken over the roulette wheels, the dice tables, and blackjack stands. Men of older mien are yet in charge. Women also are a prominent part of the players at the game tables as well as drinkers at the bars. This has become a peculiar civilization of ours.

Carson City, capital of Nevada, lies small and overshadowed by surrounding snow-covered mountains. The State House stands blank in a square, filled with well-grown trees that in the summer months hide its gray austereness. In the vast reaches of Nevada the cattle ranches continue and herds are seen, now

crowded together in lesser fields so that they can be fed until the grass comes up through the snow and frozen earth. The Great Salt Lake lies clear and vacant and the Bonneville Flats are without their frosted whiteness, being covered now in great part by water. Salt Lake City lies bathed in sunshine with a feel in the air that an early spring is at hand.

The State of Nevada is this year having its usual adoption and listing of basic and supplementary books. Miss Mildred Bray, State Superintendent of Public Instruction for Nevada, and four educational appointees bear the brunt of examination of books submitted to the Nevada State textbook commission that consists of five lay members as well as five of educational cast. The Commission is headed by the Governor of the State, E. P. Carville. The educational members are outstanding leaders in Nevada educational circles. Roger Corbett has been superintendent of the Winnemucca Grammar School for the past nineteen years. Randall T. Ross is director of elementary education for the Reno City public schools. Mrs. Ella H. Perkins is one of Nevada's most prominent rural educators from Overton, Nevada. Tod Davis of Ruth has become one of the strong educators in his part of the west. Miss Mildred Bray, through her devotion to the interests of the education of the children of her state, and through the force of her executive ability, has kept the schools functioning to the highest degree in these war years in spite of teacher shortages and piling up of school attendance in sections of the state where before there was little or none. The bookmen, as usual are on the ground, though to a lesser degree than in normal travel times. Many have traveled together to make their presentations. Others have traveled by train or bus and some have merely sent samples and presented their books by correspondence. Nevada, larger in area than the New England States, and with a population slightly over 100,000, buys more books in proportion to its size than many towns of the same population. For this reason the state adoptions in Nevada are much sought after.

The election of Dr. Rudolph D. Lindquist last November 1 to the city superintendency of the Santa Barbara, California, city schools brought back to California one of its outstanding sons. Dr. Lindquist had been out of the state for the last twelve years as Director of the University School and Professor of Elementary Education at Ohio State University, Columbus, Ohio, for seven years, and as Director of the Cranbrook School for Boys at Bloomfield Hills, Michigan, for the past five years. Born in Oakland, California, in 1888, Dr. Lindquist is a product of the Oakland City schools. He attended the University of California, securing an A.B. degree in 1915, an A.M. degree in 1922, and an Ed.D. from the same institution in 1936.

His educational teaching experience has run the whole gamut from elementary through high school and college. For two

Dr. Rudolph D. Lindquist

years he taught in the high school at Elko, Nevada, 1915-17; then after A.E.F. experience from 1919 to 1924 he was principal of a Berkeley, California, elementary school. This was followed by a year as Director of Teacher Training, University of California, Berkeley, 1924-25. From this position he went to Oakland, California, for two years as Director of Research for the public schools, 1925-1927. Then came four years as assistant superintendent of Oakland schools, 1927-31. After this he was president of the Chico State College, Chico, California, for six months, leaving this position to accept the directorship at Ohio State University.

While out of the state in Ohio and Michigan during the past twelve years, Dr. Lindquist was prominent in the educational circles of those states. He was president of the Department of Supervisors and Directors in 1935-1936 and an executive director, 1941-1943. He was on the Planning Commission of the Association of Secondary School Principals and was on the Michigan State Council of Education. He is a contributing editor to the Phi Delta Kappan. He has taught summer sessions at both the University of California campuses.

As an educator Dr. Lindquist has taken the middle-of-the-road position. He has backed the present tendency toward renewed emphasis on the so-called three R's. He believes that teaching children to achieve and reach standardized goals is something too long overlooked. He has come to a conclusion that supervision of teachers in many cases has been overdone. He believes that there should be direction in a large way, but that the working-out of the ends to be reached should be left to the individual teacher.

At Santa Barbara, Dr. Lindquist has an educational system developed in one of the most favored regions of California. The heritage of the Spanish era is still strong in the city, for in Santa Barbara County there still remain some of the Spanish grant acreages, and the Santa Barbara County Courthouse is one of the finest examples of Spanish architecture in the United States. The schools of Santa Barbara in almost total part are newer buildings of Spanish type built in the twenties and early thirties under the direction of Superintendent Paul Stewart. Then Dr. Lindquist received the schools from the executive leadership of Dr. Curtis E. Warren, who moved up to the San Francisco superintendency just this last year. While these war years have been trying with the loss of teachers and the population moving away to war industry centers, the drop of school enrollment from around 6000 pupils to less than 5000 was compensated for by the number of teachers leaving for the services. As a result things have been on even keel. Another contributing factor to the evenness of the administration is the fact that Eldon Ford is assistant superintendent of schools and has carried the business administration successfully under the last four superintendents. Dr. Lindquist will now have a period of growth to contend with, as population and children are starting to stream back into Santa Barbara. Aiding him in his school work Dr. Lindquist has such excellent secondary men as Harvey J. Holt, principal of the Santa Barbara High School; William J. Kircher, principal of the La Cumbre Junior High School, and Roy P. Eichelberger, principal of the Santa Barbara Junior High School. He has Leonard Grindstaff in charge of Instructional Aids, carrying the brunt of the elementary supervisory work, as two others of the supervisory forces are in the services. The teachers of Santa Barbara are looked upon also as one of the best trained groups in California.

Western School News

Edited by MORRIS WAGNER

COUNTY SUPERINTENDENTS MEET IN SACRAMENTO

The Conference of the Association of California County School Superintendents held at Sacramento, California, this past January 26-27, under the presidency of Dr. C. C. Trillingham, Superintendent of Los Angeles County Schools, laid the groundwork for progress in these war years as well as for the time after. The Conference passed a series of fifteen resolutions that in themselves emphasized matters of common interest, advised definite legislation for the best interests of education, and offered ways to improve the offices and services of the county superintendencies.

The Conference endorsed the federal aid bill. It called attention to Governor Warren that there was need for an additional appropriation for school purposes for the second biennium. It called for a larger sum than now alloted for the equalization of educational opportunity in California, this sum to be determined by the education committees of the Assembly and Senate and the sum so identified to be placed under the administration of the State Superintendent of Public Instruction.

One of the most important recommendations was that the Office of the County Superintendent of Schools in California be placed upon a professional basis and that every holder of this office be required to possess a state professional credential authorizing the performance of such services. In addition it was recommended that all members of the staff of the County Superintendent of Schools performing professional services be placed upon a professional basis and be required to possess the proper state credential authorizing the performance of such services. The Conference also recommended that the supervisory services to the public schools be strengthened by the adoption of a state-wide salary schedule commensurate with the responsibilities of the position, for all supervisors whose salaries are paid out of the state supervision funds. Emphasis was made for an expanded type of curricular service by making professional consultation service available to school districts, by making provisions for extended research services and studies relating to community life and educational needs, by making provision for reciprocal services between county offices in basic curricular planning, curriculum laboratories, workshops for in-service education, curriculum building and research studies. The State Department of Education was called upon to have in its organization a Division of Audio-Visual Education keyed to county sources. The extension of health services to rural school districts was called for. Attendance was to be recognized and administered as a phase of guidance. Emphasis on radio in education was called for in the establishment of a state-wide network of educational broadcasting stations operating on frequency modulation bands. Credentialing of teachers was recommended to be left under the direction and control of the State Department of Education but it was recommended each county superintendent of schools give such aid in the procuring of credential applications as is justified by the degree of teacher shortage in the county. It was also recommended that the sections of the Education Code providing for the granting of elementary school certificates on the basis of examination by county boards of education be repealed.

* * *

District 4, Association of California Public School Superintendents, in-including both Ventura and Santa Barbara counties, met at the Washington School, Ventura, January 22. Miss Muriel Edwards, Santa Barbara County Superintendent of Schools, was chairman and presided at the meeting. More than sixty administrators and curriculum workers from the two counties were present. The following resolution was passed:

1. We strongly advise and urge all educational organizations in California to submerge their special interests and to submit, on a united front, a basic program for the support of schools. We hereby present the following resolutions:

First, that the A.D.A. apportionment for the schools of the state be increased.

Second, that the definition of the statutory teacher of 35 A.D.A., be changed to a lower number.

Third, that the basis for apportionment which at the present time is on an A.D.A. basis, be changed so that schools will not be penalized for absences due to ill health. This action would promote the better health of children by urging that they remain home when ill.

Fourth, that in the interest of physical fitness, consideration be given to the advisability of starting school in winter at a later hour, at least during war time.

Fifth, that the group in this area assist their representatives, on the Citizens Committee for youth in war time, to determine the needs of youth and to devise and submit programs to meet those needs.

2. The next meeting to be held at Santa Maria at the call of the chair at such time as in her judgment it is necessary from the results obtained in resolution one.

* * *

The Executive Board, California Secondary School Principals Association, at its meeting in Sacramento, January 28, unanimously voted to follow the suggestion of the Office of Defense Transportation not to hold a state-wide conference this spring. In consideration of present transportation difficulties the Board voted, as a matter of patriotism and public relations, to hold regional meetings and a Representative Council meeting. In place of the annual convention five area meetings will be held. The Representative Council Meeting will be held in San Jose, April 3 and 4. Boards of school trustees and high school boards of education are empowered to pay, at their discretion, the traveling expenses of their principal, or principals, to conferences of this nature. (Education Code, section 13203.)

* * *

County School Departments throughout the state are responding enthusiastically to an invitation to participate in the preparation of a volume to be entitled, *Teachers' Guide to Child Development in Small Rural Schools.* This publication was authorized by the Curriculum Commission on December 28, 1943. Its preparation will be directed by the Division of Elementary Education. The contemplated volume will be designed to serve teachers in the small rural schools of California. Of these schools, 1279 employ one teacher, 462 employ two teachers, 277 employ three teachers, 214 employ four teachers, and 137 employ five teachers. It is anticipated that the proposed volume will supply the basic curriculum guide for 2369 schools and 4575 teachers.

NEWS NOTES

A. H. Horrall, Superintendent of San Mateo Schools, reports that his schools are showing a great deal of interest in studies of Latin America. One of his teachers, Mrs. Alice Tuttisch, of the Park School, has for several years worked out units with seventh grade pupils in Inter-American relations. Her work has been so successful that she was granted a fellowship at Claremont Colleges, where she took a course in Inter-American affairs, one of the workshop courses given there during summer session. One of the practical outcomes of the unit which Mrs. Tuttisch developed with her students in a study of clothing of the different South American nations was the making and dressing of dolls. These were made of wire and stuffed stockings, only salvaged materials being used. Through these attractive dolls children learned to differentiate between the national and native dress of the various countries.

H. A. Applequist, director of physical education for the Sacramento City Schools, spoke on testing programs at the recent meeting of the National Physical Fitness Institute, sponsored by the United States Office of Education and the California State Department of Education, at Los Angeles.

A majority of those in attendance at the three-day session were administrators from various sections of the country. Many of the administrators requested copies of Mr. Applequist's testing plan which only recently has been completed by him.

The test Mr. Applequist selected and the plan for adapting the pentathlon tests to the size and maturity of the boy furnish a basis for guidance in the physical education program. Likewise the competitive phase of the plan acts as an incentive for application on the part of each boy to improve his physical condition.

The Sacramento plan, which other school departments have requested for study, is not intended to provide a basis for assigning grades. The important thing to be determined in the test is the individual performances relative to the child's position in the "zones" on the achievement scale chart—is he below, at, or above the transitional zone for his classification?

The elements selected for the pentathlon have not been chosen to test specific ability in any one activity, but rather to predict potential levels which each boy within his classification may be expected to obtain. Such a criterion, according to Mr. Applequist, may be found by the use of the individual and group profile sheets.

Incidentally, as a result of his Los Angeles talk, Mr. Applequist has been invited to write an article on the subject of testing for *The Physical Educator,* a bulletin published in Southern California.

Alameda County has an interesting project under way to compile a photographic history of the county schools which will show their growth. Vernon Stoltz, District Superintendent at Livermore, is official photographer to take pictures of the schools as they now are. Cooperation in this project has been solicited from all the districts. Old photographs, albums, papers and magazines will provide illustrative material to show the schools as they used to be.

Plans for the Rural Education Summer Workshop at San Diego State College are progressing favorably, as reported by Dean A. G. Peterson, Director of the Summer Session. According to present plans, Dr. Richard Madden, Principal of the Training School, and Dr. Robert M. Griffin, General Supervisor for the San Diego County Schools, will work together on the Rural Education Workshop. There has been a popular demand for this type of workshop at the San Diego State College for a period of time and this present project will be in answer to the request, both from San Diego County and neighboring counties as well.

Stanislaus County has been allowed an additional representative to the Bay Section Council of C.T.A. because of an increase in memberships this year. The executive board of the County Teachers Association at its last meeting appointed James C. Ramsaur, Principal of the Patterson elementary schools, to this post. There are now four representatives on the Bay Section Council. At this meeting of the executive board a new committee of the County Teachers Association was created, to be known as the Legislative Committee. It will be the function of this group to keep informed on current legislation affecting schools and teachers and to report such information to the county teachers, with recommendations either for support or opposition, of the various measures. Members of this committee are: Elwin R. White, of Oakdale, chairman; Ina V. Smith, of Turlock, and Elizabeth Corson, of Ceres.

"Good School Men Make Good Fighting Men" has been proved over and over again in this war. Home on leave recently, after two years in the Aleutians, was the first Oakland school teacher to go into military service for World War II, Lieutenant Colonel Reginald Dowling. Lieutenant Colonel Dowling spoke before the Oakland Board of Education, as guest of Dr. Odell, on his experiences in Attu, Kiska, and other islands of the Alaskan group. He enlisted in the 250th Coast Artillery in September, 1940, at which time he was given military leave from Prescott Junior High School where he was teacher executive. Prior to his Prescott assignment he was teacher executive at Golden Gate. He came to the Oakland schools in January, 1929, as a teacher at Prescott. Lieutenant Colonel Dowling was with the British expeditionary forces in World War I.

"California's Greatness," a special bulletin, has been prepared by Frank M. Jordan, Secretary of State for California. The bulletin has been made available for distribution.

The Elementary School Is Under Fire

WE ARE TOLD THAT HUNDREDS OF THOUSANDS OF SELECTEES CANNOT READ OR WRITE WELL ENOUGH TO SERVE IN MODERN ARMIES.

Is the Charge Justified? If so, who is to blame?

We know from the evidence that children read and write better today than they did twenty years ago. Elementary school programs have vastly improved during the last two decades. But unfortunately the demands of modern life have more than matched the improvement. The Army itself has set higher standards in this war than in World War I.

The Elementary English Review

brings to teachers and supervisors the latest and best expert thought on the teaching of two of the three R's. Last year's symposium on reading, for example, brought in thousands of requests for reprints. Radio, motion pictures, speech, children's books, the magazine, and the newspaper receive their share of attention. Your membership in the National Council of Teachers of English ($2.50 per year) brings you not only the **Review,** but also news of the work of its committees, particularly the Elementary Section Committee, now engaged in preparing pamphlets on Elementary English and the War.

THE ELEMENTARY ENGLISH REVIEW

An Official Organ of the National Council of Teachers of English

211 West 68th Street, Chicago

The American Library Association has just published a 133-page bulletin under the title: *A Basic Book Collection for Elementary Grades.* The Chief of California's Division of Elementary Education, Miss Helen Heffernan, representing the National Education Association, was one of the committee of seven which prepared this publication. The committee consisted of three members from the American Library Association, two members from the National Education Association and two members from the National Council of Teachers of English.

Miss Aileen McCarthy, principal of the John Muir School, has received word that the Brotherhood Week Pageant which Mrs. Rosalie Bessing, a teacher, developed with her class and presented at an assembly in 1943, was considered so outstanding that it is being distributed with other dramatic material to schools all over the United States for this year's program.

The California State Board of Education will henceforth negotiate contracts with the federal government for vocational and rehabilitation training on a uniform basis through the board itself, rather than let separate school districts handle the contracts separately. The board passed a resolution to this effect recently upon recommendation by Assemblyman Lee T. Bashore, Glendora, who told the board many school districts are building up sizeable surpluses from average daily attendance funds and federal money received for vocational training programs. The contracts call for the vocational training of war industry workers and for the rehabilitation of physically-handicapped persons, such as service men returned from war fronts.

Oakland Public Schools have made tremendous strides in the field of educational electrical transcriptions, as is evidenced by the fact that more than two thousand transcriptions are now available to the schools through the facilities of the audio-visual department. Dr. Bernice Baxter, Administrative Assistant, announces that through the development of educational radio programs and the making of these programs into electrical transcriptions it is now possible for any teacher to present this material as instructional units in her class. Many of these transcriptions have been aired over national hookups but the material was not readily available until provided through the audio-visual department. Dr. Baxter points out that the ability of the teacher to utilize specific recordings as material for instructional units is unlimited through the facilities of the audio-visual department whereas it is impossible to adapt classroom instruction to the rigid schedules maintained by radio stations. Some of the transcriptions available are: in the study of literature, Shakespearean plays and poetry readings; in the primary grades, recorded stories such as "Little Black Sambo's Jungle Band"; historical recordings covering history from the time of the Magna Charta to the Constitution, and events leading up to the present world war.

The Alameda County Schools Bulletin reports that some of the county schools are now working on the project of a design for a United Nations flag, in line with the work now being carried on by thousands of school children throughout the country from Cape Cod to California.

Our Growing World

By Lucy Sprague Mitchell and Others

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NEWS NOTES (Continued)

THE C.E.S.P.A. ANNUAL CONFERENCE, to be held in Secramento April 4-6, will follow a program built about the theme "The Elementary School of the Future." Sara L. Young, President, Department of Elementary School Principals, N.E.A., will preside at the opening general session. Some of the general presentations will be: "Problems of Children and Youth in Wartime," Karl Holton, Director, California Youth Correction Authority, Sacramento, followed by a panel discussion, "What Can the Schools Do?"; "The Work and Responsibilities of the State Curriculum Commission," A. H. Horrall, Chairman, California State Curriculum Commission; "The Work of the California Elementary School Principals' Social Studies Committee," E. P. O'Reilly, Principal, Lincoln Junior High School, Sacramento; "Education—Open for Inspection," Hubert Armstrong, Consultant in Research, Oakland Public Schools; "Progress in Elementary Education During the Next Decade," Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education.

Workshop sessions to be held, and those giving presentations at these sessions, are: "The Reading Program in the Elementary School," Mrs. Pauline Jeidy, General Supervisor, Butte County; "Oral and Written Expression in the Elementary School," Holland R. Roberts, Associate Professor of Education, Stanford University; "The Arithmetic Program in the Elementary School," Bernice Baxter, Administrative Assistant, Oakland public schools; "The Physical Welfare of the Elementary School Child," Richard Madden, Professor of Education and Director of Teacher Training, San Diego State College; "The Use of Audio-Visual Aids in Education," David H. Russell, Associate Professor of Education, University of California, Berkeley; "The Program of Esthetic Development in the Elementary School," Corinne A. Seeds, Principal, University Elementary School, University of California, Los Angeles.

(From the Ventura County Schools Bulletin)

REPRESENTATIVES OF THE COUNTY SUPERINTENDENT'S OFFICE attended the Radio Conference held at the Ventura Junior College on February 5. Among those attending from San Diego County were Dr. Robert M. Griffin, Dr. Clarence Fielstra, Mr. Francis L. Drag, and Dr. John S. Carroll. Dr. Carroll was asked to make a presentation of recent developments in California in relation to the place of radio in education. His report included a resume of the recommendation passed at the recent U.C.L.A. Conference on Post-War Education. The particular recommendation involved a discussion of the need for educational agencies, including the University of California, the State Department of Education, individual school districts, and county departments of education to collaborate in applying for reservations on the frequency modulation bands, so that in the post-war period it would be possible for California to have both local and state-wide service in a state-wide network of educational programs broadcast on these static-free, frequency modulation bands.

Dr. Carroll recommended that there be a state-wide committee which would, under the leadership of the State Department of Education, plan the necesary details for a cooperative type of state-wide network in relation to the programs which would be broadcast by these frequency modulation stations.

One of the reasons for urging the various education agencies to apply for broadcasting station licenses at this time is that if the frequency modulation bands, allocated for educational purposes, are allowed to remain unused, then they become in due course available for other types of use and therefore would not be available to our schools. According to the present plans these frequency modulation bands have been allocated proportionately to the several uses which might best be made of them.

According to the latest reports available to this *Education Newsletter* the follow-up on the Ventura Radio Conference, as well as on the U.C.L.A. recommendations, is under way in the form of a committee meeting being called by Dr. Walter F. Dexter, State Superintendent.

* * *

APPRECIATION OF THEIR CHILEAN NEIGHBORS has been gained by children in several of the Ventura County schools studying South America through informal talks given by Mrs. George Fowler who, until a month ago, was Miss Chellen of Antofagasta, Chile. The outstanding result of Mrs. Fowler's talks with the children was that in their search for differences in food, clothes, homes, and customs, the pupils discovered more *likenesses* than differences and traditional ideas of Chile became new understandings and impressions. In answer to the children's questions, Mrs. Fowler revealed that her home and school life in Antofagosta were surprisingly like their own. Mrs. Fowler declares that she appreciates her experiences with the children more than they could possibly enjoy the friendly and generous hours she gives them. She especially enjoys speaking Spanish and singing songs with the El Rio groups. Some of the schools she has visited are Hueneme, Avenue and Ocean View.

* * *

THE VENTURA COUNTY SCHOOLS BULLETIN reports that Miss Helen Heffernan, Chief, Division of Elementary Education for the State of California, presented a series of three conferences on child growth and development and their implications for education during the month of February. Miss Heffernan is not only an authority in the field but is recognized as a very forceful and interesting speaker, and her talks contributed greatly to understanding of the total development of the child and adjustment of teaching methods to his particular needs. Institute credit was given for all three of the conferences.

(From the Stanislaus County Schools Bulletin)

IDEAS AND NEEDS IN THE TEACHING OF GEOGRAPHY have been changed radically by air travel, air freight transportation, the invasion of the far corners of the earth by United States armed forces, the study of our economic geographic regions and those of the rest of the world. The globe is a community of places of various resources more or less developed. We must all learn to share the resources and live in mutual respect of each other's inherited cultures. To meet pupils' needs today, a group of teachers has met to evaluate our social studies program (Stanislaus County), to study materials for teaching global geography, the best methods of introducing map and globe study in third and fourth grade, books on South America, and to present current events in a worthwhile fashion. Some definite recommendations have already been made, namely, to cover topics in one grade—California in the fifth only; the United States in the sixth; Pan America in the last half of the seventh, and more introductory map and globe work in the third and fourth. Also we

want to teach the truth and the difference between the past and present in other regions as well as the United States. All projection maps do not adequately represent distance. Northern neighbors do not all live in ice igloos, not all the Dutch wear wooden shoes, and there are many other ideas to be corrected.

CONFERENCE ON EDUCATION FOR ARMED FORCES

(From the Sacramento City Schools Bulletin)

Word is brought back from Madison, Wisconsin, by Assistant Superintendent George C. Jensen concerning plans whereby hundreds of thousands of men and women in the armed forces will have the opportunity to complete correspondence or on-reservation courses which may be applied either toward high school graduation or degrees from universities subscribing to the plan.

Jensen was one of eight educators throughout the United States named by Col. Francis Spaulding (ex-dean of education, Harvard University), who heads the U. S. Armed Forces Institute, to meet in three-day session to get the reaction of public school men as to the function of the institute and as to methods for evaluating work taken while in the service.

Jensen said the three major functions of the institute session are:

1. To set up correspondence courses.
2. To co-ordinate the work with universities subscribing to the plan.
3. To co-ordinate with all other kinds of instruction offered to men in the service.

The net result, he said, is that men in the service can now avail themselves of more than 7,000 courses by correspondence and hundreds of other courses offered directly at army camps in relation to actual classroom procedure.

Jensen explained that the institute operates as a medium through which all these courses are cleared-back to the school for credit. An elaborate scheme of testing to determine results of instruction has been established.

The institute itself will not grant credit of any kind, that being left to high schools and colleges, Mr. Jensen indicated. He further stated, however, that an exclusive scheme of self-instruction texts will be provided by the Armed Forces Institute for all service men who sign for the work.

"This is a long step from practices of the past when the military forces capitalized on human ignorance to the time when these forces themselves enter deliberately on a program of education for their own personnel," Mr. Jensen pointed out.

Already there are 70,000 enrolled for the courses and present indications, according to information in the hands of universities, is that far more than half a million men and women in the services will be enrolled in the courses within the next few months.

Besides 20 army, navy, marine corps and coast guard representatives at the Wisconsin conference, the national committee is made up of the following:

Paul Elicker, executive secretary of the National Principals' Association, Washington, D. C.; William Kamprath, principal Vocational High School, Buffalo, N. Y.; Paul Pierce, principal Wells High School, Chicago; Grant Rahn, principal Sherwood High School, Milwaukee, Wisc.; R. R. Vance, supervisor of secondary education for the State of Tennessee, and Mr. Jensen.

RELIGIOUS INSTRUCTION IN CALIFORNA SCHOOLS

The Religious Education Law passed by the 1943 legislature permitting school children one hour each week for outside religious training is being taken advantage of by 5,660 students throughout California, as shown by figures compiled by the office of Helen Heffernan, Chief of the State Division of Elementary Education. This number of pupils represents 67 school districts in 13 counties, with 4,071 students from 20 districts in Santa Clara County comprising the majority. Figures for other counties include: Calaveras, 100; El Dorado, 90; Humboldt, 209; Riverside, 375; Santa Cruz, 56; Solano, 500; Sonoma, 264; Tuolumne, 16; Ventura, 35. In addition, Marin County reported 16 school districts are permitting pupils to be released for religious education, but did not include figures on the total number of children involved. Del Norte County reported 30 pupils from one school district are receiving such training after school hours. Napa County reported plans are under way for making the religious education provisions available to school children of that county.

J. R. Overturf, superintendent of Sacramento schools, has announced the plan will be placed in effect next fall. A released time program for religious instruction was authorized at the February 14th meeting of the Sacramento Board of Education, upon Mr. Overturf's recommendation, and following recommendations of the Inter-Faith Committee.

The program will be confined to five schools and the fourth, fifth, and sixth grades only, effective with the beginning of school next fall and lasting for one semester, at which time the released time program will again be considered by the Board. The over-all time for any one student will be sixty minutes a week, which involves traveling to and from the religious instruction centers. There shall not be more than a ten-minute walk from the public schools from which the youngsters come. The classes are to be confined to the forenoons and to the following five schools for the present—David Lubin, Lincoln, Fremont, William Land and Crocker. Religious schools will assume the responsibility of checking on attendance and of reporting to the public schools once a week.

The Executive Board of the California School Trustees Association, recognizing the general interest over the state in the new law permitting dismissal of students for religious instruction, has given consideration to provisions which if met by the churches requesting such dismissal, will tend to provide programs acceptable to all concerned. In addition to any legal requirements, the following recommendations are suggested for the consideration of school boards:

1. a. Churches, or other religious bodies making application for released time, must be incorporated under the laws of the State of California;
   b. There should be an established and well formulated program on the part of churches, or religious body, requesting dismissals.
   c. Church unity in planning is desirable.
2. Adequately trained and acceptable teachers must be available to administer such classes.
3. Some form of report from the church group should be given at regular intervals to parents, and to schools also if desired.
4. Records of attendance should be kept.
5. The religious body desiring to give such instruction shall file with the Board of Education a written application stating the content of the course, the name and qualifications of each instructor, and the location and nature of the facilities that have been provided.

Library News

Edited by MABEL R. GILLIS, State Librarian

CONFERENCE ON INTER-AMERICAN EDUCATION*

A conference on Inter-American Education was held at the University of California, February 14-15, 1944. The tone of the conference was set by the opening address of Dr. Howard Wilson, conference leader, who reported on the study made by a committee of the American Council of Education of which he was chairman. The study related to Latin America as it is presented in school and college teaching materials. A report of this study is in process of publication and will be available from the American Council of Education.

Throughout his address Dr. Wilson referred to the role of the library in relation to the entire problem, and stressed the importance of having an abundance of reliable materials available in libraries to supplement textbooks. He deplored the stress being placed upon a single text as the only source of information in many classrooms and urged the participation of librarians in the selection of additional materials.

Sixteen librarians, including school library supervisors, school librarians, children's librarians, public librarians, college librarians, and teacher's professional librarians were present. The chairman of the library section was Jessie Boyd, Supervisor of School Library Practice of the University of California and Librarian of the University High School. The librarians decided to meet with the various subject sections, in order to have an opportunity to present the library in relation to the subject fields.

In the Elementary and Junior High School Social Studies Section it was reported that the analysis of geographies revealed that much of the material is so flavored with romanticism that the information is too colored to give the child reader a true picture of the countries to the south of us. There is continued evidence of race prejudice through the use of such terms as "half-breed," "Lazy Latins," etc., and also there are many unfortunate inaccuracies of detail. An analysis of 90 readers shows that more information concerning Latin America appears in readers than in history books. This material is too often trite in content, written from a North American point of view, with attention concentrated on the picturesque and the glamorous.

There was considerable discussion about library books. It was felt that too much emphasis has been given to the primitive cultures and to rural life, with stress most frequently being placed on the unusual, the unique and the atypical. Although it is true that small children respond to the picturesque and glamorous and there is a definite need for such material, the other side of the picture—the modern, urban, everyday life of Latin Americans—should also be presented in order to give our children a true picture of the Latin American countries.

All of the section meetings were stimulating and thought-provoking. As a direct result of the meetings of the Elementary and Junior High School Social Studies Section:

1. A committee was appointed to write an article about the chapters of the Report which relate to the elementary and junior high social studies field, for publication in the *Sierra Educational News*.

2. A committee was appointed to write an article on the selection of books in the Latin American field. The article will indicate specific questions which the teacher should ask herself about the book she is considering for purchase or use. A list of forceful, intelligent questions to be used to evaluate books which deal with Latin America will be included.

3. The committee will urge that fine curriculum materials already developed by cities such as San Diego be made available for wider distribution.

It is fine that so many librarians were able to attend and meet with the various subject sections. The librarians met as a group after each had attended the subject section in which she was interested. Brief statements of the significance for libraries of each section discussion were incorporated in Miss Boyd's report at the final meeting of the conference.

Throughout the conference, the implications for libraries were tremendous. Dr. Wilson again and again stressed the importance of libraries in the dissemination of honest information about our neighbor republics.

*Notes on this Conference were furnished by Jewel Gardiner, Librarian, Teachers Professional Library, Sacramento.

BOOKS THAT BUILD BETTER RACIAL ATTITUDES

The following interesting list of books, which encourage racial good will and understanding, was prepared by the Palos Verdes School District.

All the books are for children of elementary age except *From Many Lands*. All are laid in the United States except *The Singing Tree*. Children will read them enthusiastically.

Indian

Clark, Ann Nolan: IN MY MOTHER'S HOUSE. Viking, 1941.

Beautiful and distinguished book, describing the Indian way of life—their working together, playing, and feasting. The text, which is almost poetry, was written with the help of Indian children, and the illustrations are based on tribal designs. It has the Indian point of view. 3rd-8th grades, $2.

Clark, Ann Nolan: LITTLE NAVAJO BLUEBIRD. Viking, 1943.

A story of warm family affection and unity, and especially of six-year old Doli, whose happiness seems to be threatened by her awareness of the conflict between the ways of her people and the ways of the white man's world. A quiet, unhurried, lovely story, illustrated by Paul Lantz. 3rd-6th grades, $2.

Mexican

Duplaix, Lily: PEDRO, NINO, AND PERRITO. Harper, 1939.

A large picture story book with many striking colored lithographs by Barbara Latham. Pedro and Nina live in New Mexico with their dog Perrito. They help their mother by herding the cows and minding the baby, but they look forward eagerly to the fiesta of San Francisco Day. 3rd-4th grades, $2.

Gates, Doris. BLUE WILLOW. Viking, 1940.

For Janey, the ten-year-old daughter of a migratory worker, her treasured willow plate had the power to make drab things beautiful. Her dearest friend was Lupe Romero, a Mexican girl with soft and gentle ways. Excellent characterization and a good story. 5th-7th grade, $2.

Negro

Allee, Marjorie Hill: THE GREAT TRADITION. Houghton, 1937.

Story of a year in a great democratic university. One of the main characters is a Negro girl, who tries desperately to maintain her scholastic standing although she is under severe handicap because her training in a small, poverty-stricken southern school has been inadequate. 8th-9th grades, $2.

Bontemps, Arna: SAD-FACED BOY. Houghton, 1937.

Three southern Negro boys beat their way to Harlem. Harmonica-playing Slumber is the main character. Written by a Negro, with a smooth cadence and rhythm that appeals to the ear and gives the reader the feeling of Negro speech. This is more popular reading than STEPPIN AND FAMILY and probably better in giving the Negro point of view. 5th-7th grades, $2.

Means, Florence C.: SHUTTERED WINDOWS. Houghton, 1938.

Harriet Freeman, a colored girl born in the North, goes to live with her grandmother in the South. Humiliation because she finds her grandmother can neither read nor write gradually gives way to affection for the grand old lady and admiration for her wisdom. In the end Harriet decides to stay in the South

and throw in her lot with her own people. A splendid story which is read with interest by older girls. 7th-9th grades, $2.

Sharpe, Stella G.: TOBE. University of North Carolina, 1939.

Handsome photographs by Charles Farrell and brief sentences in large type tell of a six-year-old's life on a farm. A significant contribution to books about and for Negro children. 1st-4th grades, $1.

Tunis, John R.: ALL-AMERICAN. Harcourt, 1942.

Democracy at work in a modern high school, with the school facing squarely the problem of race discrimination. Moving and dramatic, this is one of the most honest books we have. 7th-9th grades, $2.

Jewish

Seredy, Kate: THE SINGING TREE. Viking, 1939.

This story is laid in Poland at the time of the first World War, but it holds the most eloquent and moving plea for tolerance for the Jew in any book written for children. Moses Mandlebaum is only one of many characters in the book who meet war-time conditions with fortitude and courage. Like THE GOOD MASTER, this is a "favorite" book for many children. 5th-7th grades, $2.

Italian

Sawyer, Ruth: ROLLER SKATES. Viking, 1936.

Exploring New York City in one glorious year, Lucinda makes friends with Patrick Gilligan, an Irish policeman, and with Tony Coppico, an Italian boy, and with many others. Lucinda's zest and relish for new experiences and her friendliness give this book spirit. Laid in the 1890's. 7th-8th grades, $2.

German

Deutsch, Babette: THE WELCOME. Harper, 1942.

The new boy at school was "different," and therefore a target for derision. The story tells how Thursty, modern, thoughtless American boy, gradually learns to like Ernst Keller and to learn about his former life in Nazi Germany. A good school story about real boys, not sissies. 6th-8th grades, $2.

Japanese

Felsen, Gregor: SUBMARINE SAILOR. Dutton, 1943.

Better written than NAVY DIVER, with really good characterization and closely knit plot, this story tells of a submarine which is sent to a rendezvous in the Pacific to pick up a passenger who is to be set ashore in Japan for spy work and later picked up again. (While some of the incidents seem improbable, the book has been oked by the Navy.) The spy is a Japanese who is opposed to the present government of Japan, and who gives his life in securing valuable information for the United States. Boys will like this. 6th-8th grades, $2.

Polish

De Angeli, Marguerite: UP THE HILL. Doubleday, 1942.

Laid in a Polish mining community. A feature of the book is a festival at school in which the children of many different nationalities dress in costume and tell about their country. Colorful illustrations. 4th-6th grades, $2.

Other Nationalities

Seredy, Kate: THE OPEN GATE. Viking 1943.

A modern story laid on a farm. The war is always in the background and the contribution of families of foreign background is vividly portrayed. A fast-moving dramatic story that tugs at the emotions. Sure to be loved. 5th-7th grades, $2.

LATIN AMERICAN MUSIC

A very helpful list of Latin American Songs and Dances followed by a list of Recordings of Latin American Music and preceded by an article on "The Music of Our Southern Neighbors" by Louis Woodson Curtis, was printed in the Bulletin of the School Library Association of California, January, 1944. A reprint of these lists and the article may be obtained for 5 cents from the Subscription Editor, Edith A. Jones, Library and Textbook Section, Los Angeles City Schools, 1205 West Pico Boulevard.

LIBRARIANS STUDY JUVENILE DELINQUENCY

The Council of Social Agencies for San Mateo County is studying means of combating the problem of juvenile delinquency. The Council includes representatives from Red Cross, Girl and Boy Scouts, the Y.M.C.A., Y.W.C.A., Negro organizations, the Office of Civilian Defense, the detention officers of the county, the County Superintendent of Schools, County Librarian and District Attorney.

On February 29, 1944, the meeting, presided over by A. H. Horrall, Superintendent of San Mateo Public Schools, was devoted to the place of the library in the community's program to solve the problem of juvenile delinquency. Librarians who participated in the discussion were Clara Dills, San Mateo County Library, Wilhelmina Harper, Redwood City Public Library, Lauretta Huzzar, South San Francisco Public Library, Irene Smith, Burlingame Public Library, Kathleen Bartle, Librarian, and Marjorie Dreher, Children's Librarian, San Mateo Public library. Mr. P. A. Oliver and Miss Eleanor Falvey represented the San Mateo Public Library Board of Trustees. Eleanor Hitt, Assistant State Librarian, and Thelma Reid, Field Representative from the State Library, attended.

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Book Reviews

From Scott, Foresman and Company

MAKING THE GOODS WE NEED and MARKETING THE THINGS WE USE by Hanna, Quillen, Sears, and Krug. For Grades Five-Seven. Price, $1.60 each. The *Making* and *Marketing* books are two new additions to the Hanna Social Studies Program which *Time* Magazine calls "a thumpingly successful series of elementary-school textbooks on social questions." In these days of shortages and rationing of many consumer articles they seem particularly timely, for Dr. Hanna and his associates have attempted to present the ABC's of our daily economic life simply enough for children to understand. With *This Useful World* (previously published) the *Making* and *Marketing* books form a threesome on how man uses the resources of the world to satisfy his daily needs and wants. The *Making* book deals with how men learned to use machines and power, how goods are moved from maker to user, how things are made in factories. Concrete examples are given of how food is processed, how clothes are made, how houses are built. Mass production as we know it today is clearly illustrated. The *Marketing* book teaches the fundamentals of distribution. By means of real examples it shows how goods get to market and into the hands of customers. The authors have not only traced the course of such common things as gasoline, lumber, coal, and strawberries from the manufacturers down to the ultimate consumer, but they have also drawn an understandable picture of many of the factors ordinarily left out of consideration. The pupil sees that every step, every handling of goods, costs money in some way, that people's jobs are involved, and that such things as rent, light, spoilage, and other factors must be considered.

The teaching of geography and history in these books is keyed directly into helping children understand the economic life of our world today. Pupils study regional and world geography and the geography of distribution, not as isolated facts, but in relation to the problems of meeting human needs. They study history as the record of man's progress—not in terms of political affairs and wars and the rise and fall of nations, but in terms of man's "search for something better," his continual struggle to advance his ways of living.

The teaching method is carefully worked out. Words used in a specialized sense are defined right in the textbooks (e.g., *climate, technique, credit*). Hundreds of photographs, drawings, charts, maps are used as specific aids to understanding. Pupils who carry out even a few of the challenging activities suggested for each chapter should be more alive to how the modern world ticks, how it helps them meet their daily needs.

I. James Quillen

Paul R. Hanna

Edward A. Krug

From D. C. Heath and Company

BAMBI by Purnell, Walt Disney. Price $.88. This new Walt Disney Story Book, written by Idella Purnell, has the charm of Salten's original *Bambi* combined with the appeal of the woodland creatures that Disney created for the screen. *Bambi* is written with simple paragraph and sentence structure in good literary style, thus meeting high educational standards for books used in classroom and library. Plentiful illustrations by the Disney Studio are lively, amusing, and full of color. They arouse curiosity and interest in the story, stimulate imagination, and serve as visual aids to understanding. The book is designed for group reading by intermediate grade pupils of any school, and for entertaining and helpful library reading for children between the ages of eight and twelve. All the physical features of the book—clear type, wide margins, suitable paper, and strong binding—contribute to pleasure and ease in reading. The quiet and helpful philosophy implicit in this simple story, which shows how the woodland creatures enjoy life and meet difficulties, will perhaps help children adjust themselves to a world at war.

HANDBOOK OF WRITING AND SPEAKING by Woolley, Scott, and Tressler. Price, $1.28. This new text is a fitting representative of the famous "Woolley" family. Its distinguished lineage goes back almost forty years to the first handbook of English usage ever published, a manual brought out by Dr. Edwin C. Woolley. Since then some one of the various editions of "Woolley" has served as an indispensable guide to correct usage. Like its immediate ancestor, the *High School Handbook of Composition*, this new text is an authoritative manual of correct English usage, but in addition the new book is a thoroughly practical text for a high school course in composition, planned to make the teacher's and the student's task as easy and satisfying as possible. The primary aim of the book is to teach students to express themselves clearly, correctly, and vividly. It also provides training in the use of the library and the selection of reference books, in habits of clear thinking necessary to effective expression, and in courteous and efficient handling of the specific language situations most frequently encountered in school and out. The Handbook is divided into three parts. Language activities in Parts One and Two and drill in Part Three are so arranged that the teacher may choose the order of presentation most suitable to his students' needs. Continuity exercises furnish correlation with other high school subjects, especially the social studies and science.

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Courtesy of Kern County School Bulletin

Miss Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, as she spoke on the subject of "Schools for a New World" at a Social Studies-Science Institute held in Bakersfield. Always an inspiration to educators, she stressed the necessity that each teacher and administrator must carry the responsibility for the perpetuation of democracy. Recently, at the Annual Conference of California Elementary School Principals, educators had the privilege of hearing another challenging address by Miss Heffernan on "Progress in Education During the Next Decade." An adaptation of this speech is presented in this issue of the Western Journal of Education.

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April, 1944

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San Francisco

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155 Sansome Street
San Francisco

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CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

If one can fathom the mood of the people these first days of April in this great midwest area that ranges from the Alleghenies to the Missouri River and north of the Ohio River, in the states of Ohio, Michigan, Indiana, Illinois, Wisconsin, Iowa, Nebraska, Missouri, Minnesota, and the Dakotas, one senses a feeling of frustration. Winter has not yet gone, spring has not yet come. In the southernmost portions of that area the spiraea is just beginning to bloom, some foolhardy daffodils and crocuses have shown themselves, robins are in evidence, buds have started to swell, but in these states it will be well into May before spring is actually here in green leaf and thunder showers. Winter snow can still blanket everything again with white, and a period of heavy rainfall and fast drain-off can start a time of floods.

* * *

In the history of the Mississippi Valley, from the earliest times, St. Louis, Missouri, has played a prominent part in story, legend, growth, and progress. It is now a hundred and six years since the public schools of St. Louis were established by law. It is one hundred and eighty years since we hear of St. Louis, as of 1764, with a population of 120 souls. It is one hundred and seventy years since 1774 when the first private school (a French one) was opened in St. Louis. But it was only in 1838, sixty-four years later, that the first public school was founded in that city. Since that time St. Louis in public education has continued to grow and expand till in 1944, with a population of around 850,000, it appears that another period of transition is at hand.

St. Louis, of all the mid-continent cities, has more of an Atlantic Coast flavor than that of the west. It is more like Philadelphia in its downtown appearance and tenor of thought than like the western flavor of towns, such as Chicago or Omaha. The downtown area of St. Louis, fronting the Mississippi River —like that of Philadelphia, fronting the Delaware—has narrow streets, canyoned mostly by dark brick buildings, or of sandstone blackened by the coal smoke of the years. It has a people more conservative in tenor of thinking than one generally reckons with west of the Mississippi. This solidness of outlook has had its place in school management and curriculum construction. When all of the United States rushed into the 6-3-3 organization and built junior high schools by the hundreds, St. Louis never accepted the activity program in toto. St. Louis held to the 8-4 place. And now, with many communities doubting the efficiency of the junior high school organization, St. Louis is open to the 6-4-4 arrangement, which at this moment looks like the school organization of the future. And in teaching fundamentals it has not had to backtrack.

St. Louis is at a point of transition, educationally speaking. For several years now the *St. Louis Post-Dispatch* has been carrying on a campaign to change the Board of Education set-up as to school management. St. Louis has kept, throughout the 106 years it has had public school education, the management of school affairs directly in the hands of committees of the Board of Education. When most of the cities of the United States have gone over to centralized control, with the superintendent of schools as executive officer of the Board of Education, directly responsible for all school activities, both business and educational, St. Louis has held to a six-department set-up, with the executive officer of each reporting directly to a committee of the Board of Education, or to that body as a whole. Each one of these six executive officers is of equal rank with the others and has no control over any of the other departments. The six heads comprise (1) a superintendent of instruction, (2) a secretary-treasurer, (3) a supply commissioner, (4) a building commissioner, (5) an auditor, (6) a comptroller. The superintendent of instruction reports to the committee on instruction, the secretary-treasurer to the committee on finance, the auditor and supply commissioner to the committee on auditing and supplies, the building commission to the committee on school buildings, and the comptroller reports to the board as a whole.

The Board of Education has consisted of twelve members since 1897 when the number was reduced from twenty-eight, the number of wards in the city. Terms are for six years. Four new members are elected each two years.

This demand for the reorganization of the executive set-up of the St. Louis public schools is not of recent origin. It has been on open forum for years, but in 1938-1939 when Dr. Homer W. Anderson came to the superintendency from Omaha, Nebraska, it was brought to a head. The Board of Education paid some $55,000 to Dr. George D. Strayer of Columbia University and his assistants for a comprehensive school survey. In brief, this report called for centralized management, with the superintendent of instruction in complete control over all departments. The report also advocated a reduction of the Board of Education to seven members elected by the people. The present Board of Education is supposed to be non-partisan. But in effect generally each year two Republicans and two Democrats are put before the voters and have been so elected.

The *St. Louis Post-Dispatch* in its present campaign is now calling for a seven-man board appointed by the mayor from a non-partisan list compiled by representative bodies of the city. These board members are to be put before the voters for approval or rejection at the

next election following their appointment. This is the system now current in San Francisco, California. Dr. Strayer has now given his approval to this new method of selection of board members, though it is contrary to his 1939 report.

St. Louis is fortunate during these days of advocated change in having as acting superintendent of instruction, Philip J. Hickey, who has a thorough knowledge out of twenty-two years in the St. Louis public school system of its internal problems. He has advanced from position to position, and since Dr. Homer W. Anderson accepted a leave of absence for a position in Washington, D. C., has been acting superintendent of instruction until the end of Dr. Anderson's term. He is one of the few superintendents in the country who believe in making themselves visible and accessible to the public and their co-workers. His office is in the open on the sixth floor of the Board of Education Building, 911 Locust, where all instructional assistant superintendents and assistants have their desks on a non-partitioned floor.

Superintendent Hickey is an Ohioan by birth. He was born and educated in the Cleveland public schools. His B.S. and M.S. are from the University of Wisconsin in 1918 and 1920. His first years of teaching were in the University of Wisconsin from 1917-23. It was in 1923 he came to St. Louis as principal of the Carondelet school. In 1924 he went to the Madison school where, for ten years, he was principal. In addition, during these years, 1924-1934, he was principal of the Soldan Evening School. In 1934, Superintendent Hickey was detached from principalship duties to serve in a campaign to raise the tax rate and put over a $2,000,000 bond issue to reorganize schools for community purposes and to organize and develop a nursery school program. Then, from 1935-1940, he was secretary-treasurer of the Board of Education. In 1940, he was made assistant superintendent in charge of business affairs, in addition to his duties of secretary-treasurer, and in September, 1942, he was made acting superintendent of instruction. With all of this background, if a centralized system is put into force in St. Louis, Superintendent Hickey will be well qualified because he has become acquainted with the duties already of most of the commissionerships. Superintendent Hickey believes that the centralized system will in time be adopted for use in the St. Louis public schools.

The St. Louis public school organization is now comprised of one hundred thirty-six grammar schools (1-8), two branch high schools (7, 8, 9), nineteen high schools, two technical high schools and two teacher colleges, one for white and one for colored students. Schools for white pupils and colored pupils are separate in St. Louis. Current enrollments total 729 in the teacher colleges, 2,358 in the technical schools, 19,996 in the high schools, and 71,091 in the elementary schools. Around 2,800 teachers are employed. The 1943-44 budget totals $11,380,447.66.

Advancements of the St. Louis public school system during Mr. Hickey's superintendency include the establishment of Teacher Tenure and a Retirement Fund; the reorganization of the method of improving instruction; the improvement of reading through studies in that subject; and the establishment of reading clinics.

The reorganization of the method of improving instruction has been unique because of the factor that St. Louis has two teacher colleges. All in-service training for improvement of instruction has been placed in the hands of the teacher colleges instead of in the hands of supervisors. The heads of the departments of the teacher colleges are consultants for the whole city. Demand for their aid is upon call. Place-to-place supervision has been given up, and supervision is only given when asked for by the principal or teacher. Moreover, the principal of each school is now looked upon more as a supervisor than previously.

Previous school supervision was in the hands of four district superintendents and supervisors. Now there are four assistant superintendents in charge of separate departments. Dr. Edward H. Beumer is over elementary and special schools. Dr. John J. Maddox controls instruction and research in the teacher colleges. Dr. Henry A. Miller handles teacher and pupil personnel, and Dr. J. S. Nants is in charge of the secondary schools. Dr. Edward H. Beumer, in his department, has three assistants, H. H. Seidell and W. N. Sellman in charge of elementary education of the white schools, and J. A. Scott over the elementary colored schools.

While supervision is on call from the teacher colleges, and it is their duty to see that the teachers keep alert, the offices of the assistant superintendents are a check-up on that system. If they find that supervision is needed and has not yet been called for, they can see that it is forthcoming. In addition, in-service institutes and workshops held after school contribute to the high educational standards.

* * *

It is almost axiomatic that surrounding large cities are suburban areas partaking of the flavor of the big city, yet distinct and often more alert to the best in educational trends than the center of which they are almost a component part. The circle of towns bordering St. Louis, Missouri, are of this category. Here are adjacent towns such as Wellston, under Superintendent Millard Halter, the Normandy School District and Superintendent Fred B. Miller, Overland (the Ritenour Consolidated School District), under Arthur A. Hoech, all more nearly identical industrially with the huge center, and yet making distinctive contributions in the education of their children. Then, further out in the more wooded areas and rolling hills, are the more luxurious towns, as University City and Superintendent Charles Banks; Clayton, with Superintendent John L. Bracken; Webster Groves, under Superintendent Willard E. Goslin; Ladue, with Superintendent Ivan C. Nicholas; and Maplewood, under Superintendent E. R. Adams. Here, in some of the most beautiful home areas that Missouri boasts are a cordon of schools whose children are for the most part of the more well-to-do citizens who gain their livelihood in the big city. Among these educators in the suburbs of St. Louis are some of the outstanding educators in Missouri. They all could be mentioned individually for outstanding achievements for their individual communities. John L. Bracken of Clayton is a well-known orator, is a leader of Missouri state educational affairs, and besides his school position is president of a flourishing insurance company. Willard E. Goslin, of Webster Groves, is noted as the research man of the St. Louis group. His experimentation with new ideas in education, the course-of-study work directed by his assistant superintendent, Charles E. Garner, his professional support of sound educational practice, all place the Webster Groves schools in the foreground of educational advancement. Fred B. Miller, of the Normandy School District, as well as Arthur A. Hoech of Overland, have been overwhelmed these last years by phenomenal growth, and yet have managed to keep their schools functioning economically.

Western School News

Edited by MORRIS WAGNER

ANNUAL CONFERENCE OF ELEMENTARY PRINCIPALS

From April 4 to 6 the fifth annual conference of California elementary school principals and district superintendents of schools was held in cooperation with California Elementary School Principals Association in Sacramento at the call of Dr. Walter F. Dexter, State Superintendent of Public Instruction. Sarah L. Young, President of the Department of Elementary School Principals, NEA, presided over the opening meeting.

Dr. Dexter, in his address opening the conference, gave a very pertinent reminder of the privileges and duties of citizenship when he called the audience's attention to the fact that they were seated in the Assembly Chamber of the State Capitol, and directed their attention to the list of Assemblymen on the walls of the Chamber, with a system of lights beside each assemblyman's name to indicate which way he chooses to vote. He reminded his hearers that when educational bills are before the Legislature, upon which they want their legislators to vote, they should do their part and contact all representatives from their district as well as members of the education committee.

Dr. Dexter stated that elementary education had made great progress in the last twenty-five years. He praised the leadership in the counties and paid tribute to the capital city of Sacramento and to Sacramento County educators for their cooperation. He gave high praise to Helen Heffernan, Chief of the Division of Elementary Education, and her associates, for her leadership and her philosophy of education, and said, "We have dared to foster and promote a living and dynamic system of education."

C. W. Preston, president of the C. E. S. P. A., complimented the six section presidents for their fine work, particularly in membership, which has been growing steadily. Apropos of the fact that the meeting was held in the Assembly Chamber, and in line with the fact that Dr. Dexter had called attention to the method of recording legislative votes, Mr. Preston reported that Assemblyman Lee T. Bayshore had made an investigation which showed that *too many teachers are not registered voters.* These teachers, he stated, are not only not doing their civic duty but are failing to accept the *privilege* of voting, which is basically the privilege for which we have fought and are fighting and for which we hope we shall always fight. *Is not this something to which all educational leaders who believe in our form of government should not only give serious thought but perhaps do a little "indoctrinating" on the subject of civic duty as well as of privilege?*

Jesse R. Overturf, Superintendent of the Sacramento city schools, in his welcoming address, made a statement which should appeal to laymen and classroom teachers alike. He said that the people must support the philosophy of the schools as well as provide their financial support, and he made the appeal that the many problems in education in these modern days which must be presented to the people be stated in simple terms. Superintendent Overturf, in speaking of Sacramento's growth, stated that according to the fourth ration book the population is now 183,000.

Dana Frame, Principal of the Bret Harte Elementary School, Sacramento, and president of the Northern section of the C. E. S. P. A., was given a jovial hand from the good-natured audience which packed the Assembly Chamber, many of them standing, when he said, "We hope you enjoy your stay with us. If you do, let us know. If you don't, please keep still about it!" Mr. Frame was chairman of the committee on arrangements, and we imagine there are many headaches involved in a wartime conference in a city as crowded as Sacramento. Either the nearly 600 conferees had no difficulties or they followed Mr. Frame's admonition, for everyone expressed only enthusiasm about the conference.

Wednesday's session was given to the work of the State Curriculum Commission and the work of the C. E. S. P. A. Social Studies Committee, which has been making studies at the request of the Commission. Ray B. Dean, chairman of the Committee, expressed the appreciation of the principals for the invitation to participate in the state-wide studies which the Curriculum Commission had organized. Jay D. Conner, Assistant Superintendent of San Diego schools, and member of the California State Curriculum Commission, presented to the Conference "The Work and Responsibilities of the State Curriculum Commission." He stated that the Commission is developing a framework of education from kindergarten through junior college but that the present focus of attention is on social studies because of the future adoption of textbooks in this field. Mr. Conner outlined the formation of the Curriculum Commission as a representative group and stressed the diversity of membership which includes a representative from city and county superintendents, elementary schools, junior and senior high schools, junior colleges, state colleges, and three members at large. He feels that the State Curriculum Commission is representative only, and not authoritative. Therefore it has requested that curriculum studies be made through existing organizations such as those of superintendents, supervisors, elementary and secondary principals, California Teachers Association and Association for Childhood Education.

In San Diego the county, city and state curriculum departments work together in making studies to present to the Commission. In outlining the work of the Commission and the cooperating groups, Mr. Conner quoted, "The greatest gift our forefathers had was the ability to compromise without losing sight of the ultimate goal." He was in accord with Superintendent Overturf concerning the public, urging that in presenting the goals and procedures of education to the people, simple terms should be used.

Following Mr. Conner's presentation, reports were made by panel members concerning terminology and grade placement of subject matter and organization of textbooks.

Wednesday afternoon of the Conference was given over to workshop sessions in various basic fields. Dr. Bernice Baxter, Administrative Assistant of the Oakland Schools, made the presentation on "Arithmetic in the Elementary School." Dr. Baxter stated that while children differ in readiness for reading they differ perhaps even more widely in readiness for arithmetic and that there is need for a readiness testing program in arithmetic. Individual and small-group teaching are essential in arithmetic, she said, as well as in reading. She emphasized that the starting point in arithmetic is understanding, that it is the kindergarten teacher's responsibility to present the concept of counting. She stressed the ne-

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WESTERN SCHOOL NEWS

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cessity of the application of numbers to environment. The point was also made that while seeing the usefulness of arithmetic is necessary, seeing the usefulness without mastery of facts has little value. Likewise, mastery of facts without seeing the usefulness also lacks value. A chart of Sequential Mathematical Learnings is supplied to Oakland teachers.

The panel, which was conducted by Mrs. Frances Lanyon, supervisor of the San Jose elementary schools, included the following speakers: Eugene H. Baker, Principal, Marin Elementary School, Albany; Emmet R. Berry, Superintendent, Porterville Elementary School District; Herman A. Buckner, Superintendent of Schools, Pomona; Sue Convery, Director of Elementary Education, San Francisco; Harold Cook, Superintendent, North Sacramento Elementary School District.

Superintendent Berry reported that many children do not have number concepts. Many boys have not even mastered the actual use of the ruler when they enter classes in shopwork, and girls are unable to use adequately the amount of fractions required in home economics.

Miss Sue Convery presented the special diagnostic tests and charts developed in San Francisco and based on the present state texts. These provide guidance and assistance for the individual child. The many workshops were crowded and the panels were reported to be vigorous and interesting. Book exhibits held on the mezzanine floor of the Senator Hotel were in charge of Harold Cook, Superintendent of North Sacramento elementary schools.

Ben Watkins, principal of the Orosi School in Tulare County, was elected President of the C. E. S. P. A. for the coming year, succeeding C. W. Preston. Mr. Watkins is one of the younger principals. He graduated from Fresno State College in 1933. Born in the Ozark Mountains of Arkansas, he came to California at the end of his second year in high school. His family settled in Kings County and he graduated from high school as student body president after only two years' attendance, largely due to his work in debating and public speaking. His first teaching was in rural schools, followed by a position as instructor in science and physical education at the Woodrow Wilson School at Hanford. Later he became principal of the New Washington School in the same city.

BURLINGAME PROGRAM OF RELIGIOUS INSTRUCTION

Burlingame and San Mateo schools are working together in developing a program of week-day religious instruction, in accordance with the provision made by the School Code of California for the release of pupils during school hours for this purpose. A resolution of acceptance of the provisions of the law for the Burlingame School District was adopted February 23 by the Board. The resolution authorized Superintendent Lester D. Henderson to make necessary arrangements for setting up a program of religious education in cooperation with the superintendent of San Mateo schools, Albion H. Horrall, and with Burlingame's Interfaith Committee, representing community religious denominations.

Superintendent Henderson writes that the Interfaith Committee proposed an experimental program which began April 12, planned to run for ten weeks. Two grades—fifth and sixth—and four schools are involved. The four schools are the Washington and Pershing in Burlingame, and the Peninsula and San Mateo Park in San Mateo.

The regulations concerning week-day religious instruction adopted by the Burlingame Board of Education March 21, are as follows:

1. Pupils of the 5th and 6th grades of the Pershing and Washington Schools, upon the written request of parents or guardians, and following completion of a 240 minute minimum day, exclusive of intermissions and recesses, may be excused on Wednesdays at 2:20 p. m. for the purposes of religious instruction, as provided in Article III, Section 8286 of the California Education Code.

2. No pupils shall be excused from school for such purpose on more than four days per school month.

3. The instructor of any religious class, not later than the next succeeding school day, shall furnish the school authorities the names of all pupils failing to attend the class in religious instruction in which they are enrolled.

4. The school authorities reserve the right to revoke permission extended to any pupil, who, after having been excused from public school for that purpose, has failed to attend the class in religious instruction.

5. If, at any time, an established class in religious instruction is to be cancelled or discontinued, notice of such contemplated action must be received by the Superintendent of Schools not later than the close of the preceding school day.

6. All responsibility of the Board for the safety of children ceases upon their leaving the school property to attend classes in religious instruction.

7. Any literature, announcements, or newspaper articles originating from a church group, or the Interfaith Committee, if it relates in any way to the school's responsibilities or its relation to the program, shall not be published or released without having first been approved by the Superintendent of Schools.

8. All religious groups in Burlingame who wish to participate in week-day religious instruction shall communicate their request in writing through the Interfaith Committee to the Board of Trustees in care of the Superintendent of Schools.

9. Requests and petitions of any religious group, in order to receive consideration by the Board of Trustees, must be presented in writing through the Interfaith Committee.

10. The Board of Trustees reserves the right to modify these regulations at any time they see fit. Copy of such modifications shall be forwarded to the Interfaith Committee.

JOHN CLARE BESWICK

John Clare Beswick, for thirty-nine years craftsman, teacher, local supervisor, state supervisor, and director of vocational education, had completed almost twenty-five years of service in the California State Department of Education at the time of his death February 17, 1944.

Mr. Beswick first came to the Department as State Director of Vocational War Work during the first world war. In this capacity he trained men and women for industries and for technical work for both the army and navy, a special assignment to the California State

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Department of Education in cooperation with the Federal Board for Vocational Education. At the conclusion of the war Mr. Beswick remained in the State Department of Education as State Supervisor of Trade and Industrial Education, his title being changed later to Chief of the Bureau of Trade and Industrial Education. In 1931, at the time of the organization of the Commission for Vocational Education to administer the program for

John Clare Beswick

vocational education for the California State Board of Education, Mr. Beswick was appointed Assistant Executive Officer of the Commission.

Before coming to California Mr. Beswick was employed as an instructor and as Director of Vocational Education in the states of Wisconsin and Montana. In California he was employed first as an instructor and later as Head of the Technical Arts Department of the Manual Arts High School in Los Angeles.

In 1940 Mr. Beswick was appointed State Director of National Defense Training. He was later designated as State Director of Vocational Training for War Production Workers after the United States had actively entered the war. In the three years since the beginning of this program it has developed into the largest program training workers for essential war industries in the United States. As part of his responsibility Mr. Beswick had broad experience in training foremen and supervisors in industry and public service and in training tradesmen or technically trained persons as instructors in industrial classes. Some of the industries for which he developed training programs were the steel industry, the petroleum industry, the fibreboard products industry, the aircraft industry, the shipbuilding industry, the lumber industry. His reputation was both national and international and he had, upon request, developed a training program for the industries of Russia. He was also a pioneer in developing state programs in fire training and in peace officers' training.

Progress in Elementary Education During the Next Decade

By Helen Heffernan
Chief, Division of Elementary Education, California State Department of Education

The following article is an adaptation of the address given by Miss Helen Heffernan at the annual conference of the California Elementary School Principals Association held in Sacramento April 4-6.

How and where can progress in elementary education be achieved during the next decade? Are the services of an oracle needed to determine the answer? Is the answer not to be found in our belief in the ideals and principles of democracy?

A democratic society implies a way of life through which the best opportunity is provided for each person to achieve the realization of his finest potentialities. If such a basic premise is accepted, one need not appear in the guise of a prophet. It will be necessary only to observe and evaluate how well democracy is functioning for all groups of children and to apply the necessary corrective measures at those points where democracy has not fulfilled its meaning.

For which children or groups of children in California are opportunities lacking for them to grow and develop to their fullest capacity?

The Mentally Handicapped Child

The first child to whom education might well direct attention is the mentally-handicapped child. During the past decade, California has made marked progress under the law for the education of physically-handicapped children. In the year 1934-1935, excess cost apportionments were made to elementary school districts for 2910 children in average daily attendance; in 1943-1944, excess cost apportionments were made to elementary school districts for 4493 children in average daily attendance. The number of physically handicapped children in high schools for whom excess cost apportionments were made increased from 343 in average daily attendance in 1934-1935 to 1704 in 1943-1944.

Although consistent progress is noted in the development of special educational facilities for physically-handicapped children another group of children constituting two to four per cent of the school enrollment are in need of special classes or individual instruction at least to the same extent. The importance of special consideration for the mentally dull is urgent not only that these children may receive the kind of education which will make them socially acceptable and economically self-sufficient but in order to free the time of the classroom teacher for the so-called normal children. The two residential schools for feeble-minded children, now financed through State funds, are already overcrowded.

The United States Office of Education in 1940 reported 12 states: Connecticut, Maryland, Massachusetts, Minnesota, Missouri, New Jersey, New York, Pennsylvania, Virginia, Washington, Wisconsin, and Wyoming, as providing State aid to meet the excess cost of educating mentally handicapped children in day schools. A variety of methods is used in making such allotment.

According to Dr. Elise H. Martens, Senior Specialist in the Education of Exceptional Children, U. S. Office of Education, the per-pupil allotment seems to be coming more and more into favor. It would seem logical in California where apportionment of State educational moneys is made on the basis of pupils in average daily attendance to consider legislation on the basis of a per-pupil allotment.

Many questions arise concerning how much and on what basis the State should contribute. No question exists, however, on the desirability of including the mentally-retarded child in an adequate and suitable program for the education of exceptional children in all types and sizes of school districts.

What children shall be included in a program for the mentally retarded? In nine of the states making provision for subsidy for mentally-handicapped children, a minimum mental age of four or five years is required with an I. Q. range of about 45 to 75. Roughly speaking, such children comprise an educable group for whom provision in a special class is indicated.

Why is the special class necessary? Unless a curriculum is provided suited to the capacity of the mentally-retarded child, he is likely to drag out the allotted years in a regular classroom until released by the upper limits of the compulsory school law. The precious time thus wasted might have been rendered

(Continued on page 8)

socially productive through a program designed to develop the personality and social abilities of the child so he may earn his living and live without friction as a member of his home and community.

It is obvious that the mentally retarded child must find his place in some simple form of manual work unless he is to become later in life a charge against the rapidly mounting relief burden of our society. If we are to help every person potentially capable of being self-supporting to achieve this status, a special curriculum must be provided to enable the mentally-retarded child to live independently, manage his own affairs, adjust acceptably to the social environment, and achieve the degree of maturity of which he is inherently capable.

The Rural Child

The second group of children is numerically larger since they are the children who go to school in the small rural schools situated in all the sparsely populated parts of California. Approximately 5000 teachers in California are attempting to meet the needs of children in schools employing five or fewer teachers. The goal of American education is for children to have the fullest opportunity for growth and development according to their individual needs and abilities. The rural child is notoriously underprivileged as judged by this standard.

The rural population of the United States includes nearly 57,000,000 persons or about 43 per cent of the population of the nation. The public schools in rural areas serve over 13,000,000 or 51 per cent of the nation's children. These rural schools employ 54 per cent of the teachers but spend only 34 per cent of the funds spent for education throughout the nation. People who grow nostalgic over "the little red school house" of their youth, need to be reminded that 38 per cent of the schools of the country are still one-teacher schools.[1]

It is evident that much more money must be put into rural education if the rural school is to bulwark democracy in the country. Education, to my way of thinking, is as important to the preservation of democracy, as participation in the war. As a people, we must support education throughout the nation and in all parts of the State.

For the rural child in California this involves four indispensables:

1. Adequate, safe, sanitary, and educationally serviceable school buildings and playgrounds.
2. Well-qualified teachers in all rural schools.
3. A sound instructional program.
4. A rural school which is truly a community center.

California has no ground for complacency concerning the adequacy of rural school facilities. In a survey made in 1938 of schoolhousing adequacy in California school districts not administered by city school superintendents, the following conclusion was reached:

> In spite of all the excellent school plants to be found in California there still remains a distinct schoolhousing problem in school districts outside the larger cities. The problem is evidenced by the large number of small and obsolete buildings, small and unsatisfactory sites, and by the substandard provisions in lighting, heating, sanitation, and water supply. Unfortunately, the cost of improving these conditions can not be met in over 600 California school districts under the present system of school districting and school plant financing. . . .
>
> California should not continue longer in the indefensible position of setting up high standards of educational usefulness and structural safety for new school buildings while still retaining a school district system and a plan for financing schoolhousing facilities that deny 20 per cent of the districts an opportunity to provide such housing.

Great need exists for better trained rural teachers. Low rural salaries, poor living accommodations, and limited opportunity for a satisfactory social life are the causes for the constant migration of rural teachers to urban localities. Salaries of teachers must be raised in order to secure and retain competent rural teachers. Teacher education institutions must view realistically the training needed by teachers in California's 1279 one-teacher schools, 462 two-teacher schools, and 277 three-teacher schools, not to mention the many teachers in larger schools who need education in relation to the problems of rural life. Not only must the inequalities between rural and urban teachers be reduced, but communities must extend to rural teachers the friendliness, understanding, and appreciation essential to a feeling of belonging.

A good instructional program not only involves sound guidance in curriculum development but requires a sufficient staff of competent rural school supervisors and technically trained professional workers to render the special services which are an accepted part of a city school program. Some sizeable area should form the unit of school administration in order to provide such services as music and art supervision, speech correction, psychological consultation, audio-visual aids to instruction, and special education.

The rural school must truly become a community center with the rural people making full use of its educational and recreational resources. The school must become an agency for community betterment through community forums, clinics, parent education classes. Many young people would not leave the rural areas if life were less dull for them there. The rural school should provide the stimulation and opportunity through which youth and adults may cultivate new leisure interests and pursuits.

At the present time the rural school is confronted with almost overwhelming wartime problems. Teacher shortage, curtailment of transportation, exploitation of children to fill manpower needs, are problems assuming tremendous proportions. Workers in this field cannot wait for postwar plans but must deal with these problems as they emerge. Effort should be made, however, to solve these problems in ways which will contribute to the permanent improvement of rural education.

The Child of the Minority Group

The third group to which special attention should be directed is composed of those children who differ markedly from the majority group in California communities. In an article entitled "Elementary Education: Is It All Settled?" Dr. Bess Goodykoontz, Assistant Commissioner of Education, U. S. Office of Education, points out that one child in every five aged fourteen years or under is foreign born or of foreign-born or mixed parentage. One of the most serious causes of internal conflict within our country is the intercultural and interracial tensions. Such tensions arise from adverse attitudes toward certain nationalistic groups. Any person of Japanese ancestry is viewed with suspicion in our culture at the present time. Another type of tension grows out of religious antagonisms. The Jews have suffered in every Christian land; Catholics are anathema to certain biased persons and in many communities, while Protestants are equally repugnant to others. The most fertile source of tension seems to lie in racial differences. We have evidence in the personal and social status of our 13½ million Negroes and our 3½ million persons of Mexican ancestry. And finally, there are the tensions which arise from

[1]Based on "Still Sits the Schoolhouse By the Road." Chicago: The Committee on Rural Education, 1943.

great disparity in socio-economic status —between the people on either side of the track. Some individuals and groups suffer discriminatory treatment under more than one of these heads.

We may ask what can the school do with this complex problem which has its roots so deep in our culture. No quick and easy solution is apparent, but the problem is essentially an educational one. All prejudices and biases are acquired during the life of an individual, he is not born with them. If such attitudes are learned, then education in its broadest sense determines whether they shall continue to be learned or if they can be unlearned. If such attitudes cannot be ethically and intelligently defended, then education must decide whether ideas contrary to truth and justice will continue to determine our cultural mores.

Every community should have a committee on intercultural problems which will plan the over-all strategy of a campaign for community-wide education. Elementary school teachers and principals may provide the leadership which will mobilize all agencies of the community in a coordinated effort. The school cannot meet the problems of racial, religious, and ethnic antagonism in the classroom and resolve them if these constitute the prevailing community attitudes, but it can provide the trained leadership essential to a well-considered long-term program of cooperative endeavor.

Although California is confronted with all the minority group problems prevalent throughout the country, the problem of our children and adults of Mexican ancestry is probably the most acute. Hundreds of communities over the State and particularly in Southern California have many members of this group as a part of their population. In response to the request of the county school department in one of our southern counties, the following specific recommendation for a course of action in relation to the intercultural problem was proposed by the writer:

1. The improvement of the educational program for children of Mexican background.

(a) Through the extension of opportunity for kindergarten education.

(b) In-service training of teachers in improved techniques for the teaching of English.

(c) Increased emphasis on an experience curriculum in order to supply concepts essential to language development.

(d) Equality of educational opportunity in terms of buildings, teachers, materials of instruction and the like.

(e) Opportunity for children of Mexican background to continue their education in secondary schools with a program suited to their needs.

2. Extension of educational opportunity to adults of Mexican background.

(a) Renewed emphasis on the teaching of English.

(b) Courses through adult education departments of secondary schools designed to acquaint the adult of Mexican background with the culture of the majority group.

3. Development of adult education programs through schools and community organizations to develop in the majority group basic understandings concerning race, Latin-American cultures, and the importance of intercultural and inter-American good will.

4. Co-ordination of the activities of public health, housing, social welfare, and educational agencies in the interests of social and economic opportunity for minority groups.

5. The elimination of policies and practices of segregation in schools and communities.

The Socially Under-privileged Child

And finally, the fourth group to be found almost every place where children go to school is comprised of those children who are the victims of neglect. The war has focused attention on the socially under-privileged child who may eventually swell the mounting statistics on juvenile delinquency.

What can the elementary school do? The most significant items in a course of action include: (1) the development of a broad program of individual guidance; (2) the development of an effective program of parent education; and (3) the use of curriculum and methods increasingly better adapted to the needs of children.

An adequate program of guidance for the elementary school involves extension of personnel and facilities. The services of a psychologist should be available for every elementary school. Every elementary school teacher should be trained in guidance techniques.

A separate cumulative guidance record should be maintained for each child, containing data on attendance, attitude toward school, achievement in studies, health, growth in power of application, interest, habits of study, co-operation, creative ability, originality, reading mastery, educational experience, and the like.

The *California Cumulative Guidance Record* which represents the work of an interested committee over a two-year period is in press and will be available in the coming weeks. The importance of a uniform guidance record in a State of such great pupil mobility is apparent. An effort will be made to achieve state-wide use of these forms.

One of the most important outcomes of such a program will be the direction of the attention of teachers to the growth and development of each individual child, not as a school child alone, but with a record of the home and community impacts upon his personality.

Close to any program of individual guidance is the consideration of parent education. Parent education has been going on in more or less haphazard fashion by means of report cards and through occasional interviews with parents. But now, every school system and every individual school should develop a consistent program of family life education and parent education. Because the task is a tremendous one does not mean that we should not be about long-term plans to improve the quality of family living and parent-child relationships.

Schools must constantly re-examine curriculum and methods in terms of emerging social needs. A school is good or poor to the extent that it contributes to meeting the social needs of its time. The center of interest in every educational program should be the whole child. Education should be viewed as a continuous and integrated process. The materials of education should come from experience, the environment, as well as from well-selected books and audio-visual aids to learning. Appreciations and attitudes should be recognized as fundamentals. Instructional material should be integrated around large centers of thought instead of following stereotyped logical or chronological sequence.

Teachers should be encouraged to use methods which conform to the principles scientifically established concerning how children learn. They should be encouraged to utilize all the resources of the community — museums, art galleries, places of natural and historic interest, industries, and branches of government in order that education may be increasingly realistic and vital. They should be encouraged to invite qualified representatives of the community to share their experiences with the children. Teaching is personal. The quality of living which the teacher experiences will determine greatly the quality of experience she will provide in her classroom. Teachers, therefore, should be encouraged to take an active part in the intellectual, social, political, and religious life of the community. Such an education and such teachers will not only meet the needs of socially under-privileged children but of all the children in the elementary school.

Library News

Edited by MABEL R. GILLIS, State Librarian

SAN FRANCISCO'S NEW READING PROGRAM

By Catherine Davis
Librarian, George Washington High School

Miss Margaret V. Girdner, Supervisor, Bureau of Texts and Libraries, is enthusiastic over the success of San Francisco's new reading program for junior and senior high schools. Although organized as a teaching program of the English department, the plan has resulted in an extension of library service and definite stimulation of interest in books and reading among high school students throughout San Francisco.—Ed.

High school students work half a day, go to games and the movies, listen to the radio, help with paper drives, bond drives, book drives, bomber drives—but when do they read? Apparently a great many of them have not been reading, and so the high schools of San Francisco last year initiated a reading program that gives students time during school hours to read the books they enjoy.

Through the work of a committee guided by Miss Margaret Heaton, head of the English department at George Washington High School, and Miss Irene Kelly of Roosevelt Junior High School, a study of reading problems was made, with the result that frequently-recurring questions about students' reading disabilities are answered in the pamphlet *The Teaching of Reading in the San Francisco Junior and Senior High Schools.**

The questions, according to an article by Miss Kelly in the San Francisco Teachers Journal, are likely to be, "Why are children today unable to read? We never had any trouble with reading when I went to school." "Why must reading be taught in the junior and senior schools? Isn't the teaching of reading completed by the time pupils have left the elementary school?"

Miss Kelly goes on to say: "Initiated by Mr. A. D. Graves, deputy superintendent of secondary schools, this study had the cooperation and participation of three groups: Heads of English departments in the senior high schools, a committee of English teachers appointed by junior high school principals, and a steering committee which included junior and senior high school librarians and teachers of English, the Supervisor of Texts and Libraries, a psychologist from the Child Guidance Service, and a vice-president of the Second District, California Congress of Parents and Teachers.

"The publication has two main sections dealing with two aspects of the reading program.

"Section one, 'Reading as a School-wide Program,' stresses the need of teaching reading in every classroom by every teacher. It explains the inability of sixth grade students entering junior high school to handle competently the problems and techniques of the various types of reading encountered by him in the different subjects. It shows why the teaching of reading is not completed by the time a student enters junior high school. It emphasizes that not only the faculty, but parents must face the need for encouraging reading.

"Section two, 'Reading as Part of the English Program,' deals with the responsibility of the teacher of English in developing worthwhile study habits by directing and stimulating the students in the reading program. To teach reading more effectively and to be able to evaluate student growth, materials adapted to the reading interests and abilities of students should be available. Test results should be studied and adequately interpreted, and teachers should avail themselves of the chance to grow as appraisers and interpreters of reading, through committee and faculty meeting, in-service training, and through accounts of experimental work.

"Some of the problems discussed are understanding of the individual, providing for his reading needs, developing general objectives or a particular skill, in order to enable him to grow as a reader and as a person.

"Planning with him to meet life situations, evaluating growth through contribution to the group, will enable him to meet and assume his responsibilities as a citizen.

". . . The program as designed is not static but developmental; its essence is direction, guidance, and growth in reading; moreover, it is fun."

The last sentence of Miss Kelly's report is the school librarian's springboard. ". . . not static but developmental; . . . direction, guidance, and growth in reading; moreover, it is fun." When reading is fun, the librarian's job is more than half done; her chief task then is to keep supply equal to demand, yet bear constantly in mind the significant words "direction, guidance, and growth in reading."

*The pamphlet "The Teaching of Reading in the San Francisco Junior and Senior High Schools" is available from the San Francisco Board of Education for twenty-five cents, payable in advance.

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D. C. HEATH & COMPANY • San Francisco

What shall she give the girl who wants another 'cute' book like *Seventeenth Summer?* The book isn't cute, of course, but the girl isn't very articulate, either, so the librarian takes the request seriously, and together they look over the few novels remaining on the shelves.

The other possibility, the librarian finds, is *Lantern in Her Hand,* with a heroine a few years older who has problems different from Angie's. A short curiosity-whetting sales-talk about the book leads the student to try it; when she returns it, read or unread, there will be a brief discussion of "How did you like it?" and why, so that another book may be chosen that will keep the student reading, and, if possible, reading something slightly more mature than the book she would choose unaided.

Knowing that, once the reading program was under way, demand for books would greatly exceed supply, the committees on reading made a preliminary list of books—drama, biography, war books, and fiction, constantly revised—from which classroom libraries were chosen and set up in all the high schools. Selection of books from the list is left to the teachers and librarian of each school. The books then become a part of the library collection, and are sent out in sets to classrooms for as long as the teacher may desire or the head of the English department may schedule. Methods of procedure differ in each school, so that maximum flexibility may be maintained.

From the librarian's standpoint, the extension of library service into the classroom, and the close cooperation between English teachers and the library, are of inestimable value. Interest in reading has risen to a new high; students who enjoy *Guadalcanal Diary, Queens Die Proudly,* or *I Served on Bataan*—and they all enjoy such books—want more stories like them at once. *Jane Eyre, Madame Curie, Lassie Come-home,* and *My Friend Flicka* are never on the shelves; several copies in every English classroom would not be sufficient to satisfy the young people who have seen, or expect to see, the motion pictures made from these stories. And, since we cannot minimize the influence of movies upon the young, why not use it as still another springboard for reading interest? Geoffrey Household's *Rogue Male* never appeals to pupils at first glance because the title means nothing to them. But tell them that the motion picture *Man Hunt* was made from it, and they snatch it lest someone else get it first. We can't afford to take a highbrow attitude toward the movies.

Students are given time every week for reading in their English classes, and of course they may take home with them the books they choose. If no title in the classroom set appeals to a pupil, or if someone else has the book he wants to read, he is given an opportunity then and there to go to the school library to look for a book that may be more stimulating than anything in the classroom. If, after a class has made its selections from the classroom set, the remainder seems uninteresting to the group, the teacher sends the books back to the library and exchanges them for others that may have been requested or that may better suit the interests of individual students in the class.

Who says young people won't, or don't, or can't, read? Most of them will read endlessly if they are given time, if they are given books appropriate to their reading ability, and if the books are concerned with here and now. As a result of classroom reading and discussion of the new collections, library circulation has soared. It points encouragingly to renewed student interest, to increased interest on the part of teachers in students who cannot easily find books they will enjoy, and to a much wider opportunity for the librarian to work with individual pupils sent to the library by the teacher.

That, however, is hardly enough. A greater responsibility faces teachers and librarians—that of trying to make reading not merely escape, but an approach as well to world-mindedness. Those who are students now will need after the war as much of a world viewpoint as we can give them, for they will be the adults carrying on the actual reconstruction and rehabilitation that must follow the war if we are to retain any semblance of civilization. A genuine concern for the survival of democratic ideals is imperative, lest indifference again bring us too close to disaster; such concern can most easily be stimulated and given direction by means of the discussion that should accompany reading. The road that leads from mere reading to critical thinking cannot be traveled effortlessly. It offers all of us a challenge. Are we willing to accept that challenge?

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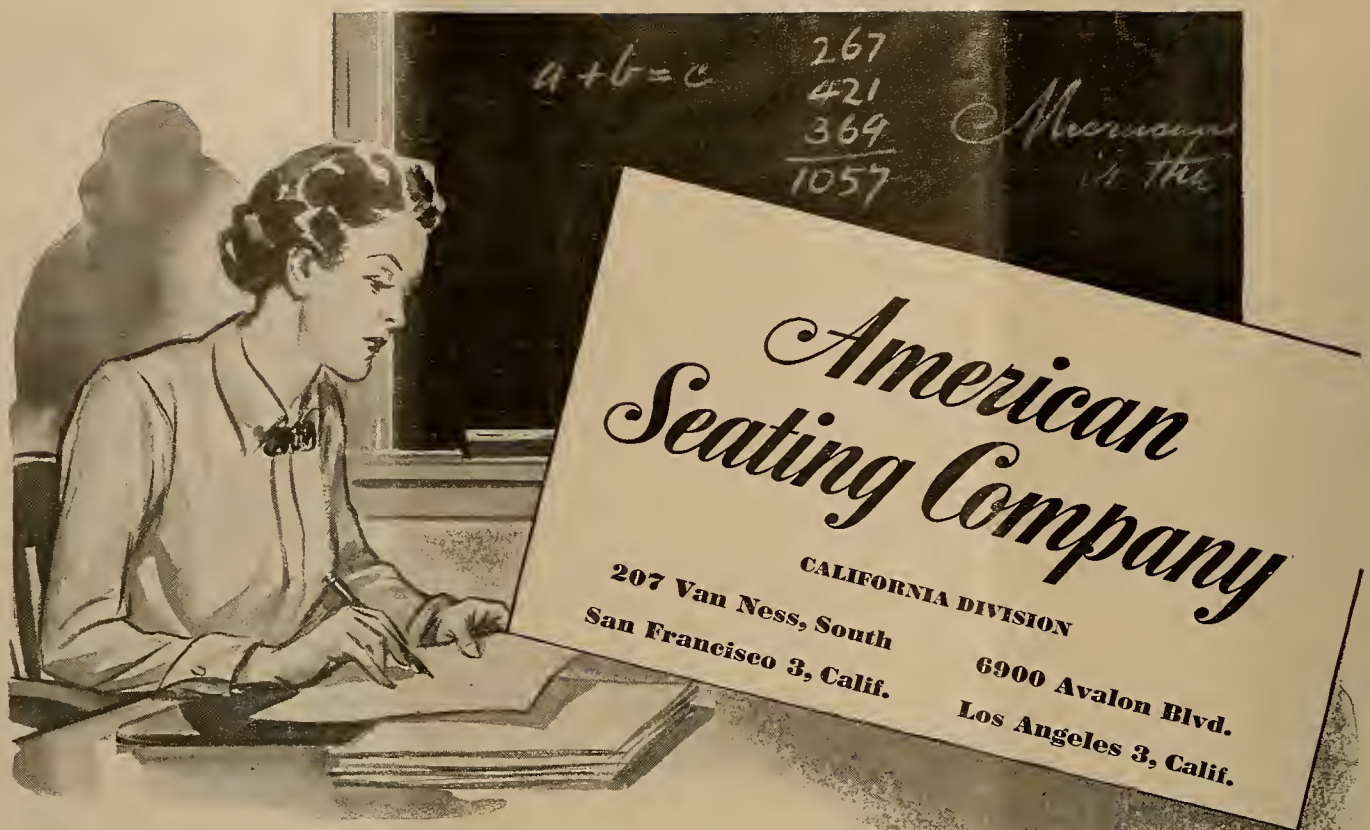

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

The attack upon public and private education as to its results continues its ever clamorous way. It seems the sins of all American civilization, or at any rate its unpreparedness for armed conflict, are laid upon the doorstep of the harassed schoolmaster. We can not read, we can not cipher, we can not think, we can not understand or execute simple orders, we are physically unfit, twenty-five per cent of our youth are disqualified for military service because of defects of some kind or another, against seven to eight per cent for the continental youth. The clamor still hits at progressive education and its extreme faddists as the root of all this evil.

A fair analysis of the situation should clear up, or rather wipe out, some of this criticism that in many cases is more than unjust. We shall have to grant that education and educators tend to be stylists. But all life follows the same pattern. Fashions come and fashions go. If you do not follow the dress pattern of the moment, you are beyond the pale. So it is in education—educators are stylists hastening after ever greener pastures of procedure, techniques, and pedagogical patter. To be sure, the teacher training institutions foster much change. They have to keep their classes full, and unless they can keep the teachers coming back for advanced degrees or further teacher training their enrollments will drop and their prestige will be smashed. So professors of education continually have to refresh their patter to keep their ego and enrollments up. The people though, in the final result, are to blame, for they accept such dictums of the new in education as the sesame of their desires.

The great outcry against progressive education as the cause of our laxness of learning is most unjust because in the final analysis only a small portion of our youth were so trained. It had, of course, a part in the general decline of emphasis upon mastery of subject matter or completion of a task. But on the whole there has been a general breakdown of the educational fiber of the whole land. Education, while placed on a high pedestal in theory, in practice was not so supported. Schools in many places received the leavings from the public exchequer. Physical equipment as evidenced in great buildings and real estate transactions overshadowed teacher salaries or the tools with which the teacher worked in the classroom. The triumvirate of a school system is the school building, the teacher, and the textbook and teaching materials. All three in adequate supply are needed for a successfully functioning school system. Rare is the city or town or village in which all three are in adequate supply. In most systems the building and teacher are more adequate but rarely even in the best of systems are there sufficient up-to-date books and tools to carry on a vital educational program. When out of a school budget one to three per cent is spent for books and tools of instruction, and 1½ per cent a national average, one wonders at the excellence of the job that has been done.

Moreover psychologists claim that the norm of our national intelligence quotient is going down. They claim this is due to the lower native intelligence of vast masses of our newer populations that did not come from northern Europe and from whose homes come a great part of the children. This lower natural intelligence quotient has a direct effect as shown in the products of our schools. For with almost universal compulsory education up to sixteen years of age in a large number of states we find children putting in time but learning little because of inherent mental weakness. For this too the schools are blamed.

Then, along with the loud wail from the military of receiving such poor material, we have their boast of what they can do in training personnel. In intensified courses, with the student under control for twenty-four hours per day, with an incentive of increased pay and rank as a reward for success, the military has done wonders. The school probably could have done the same, for it is school people who have aided the military in organizing and carrying on these classes. The military also has an ideal situation in which study is the main and only objective with all other interests eradicated. If success could not be achieved under such a set-up, something would be radically wrong.

Whether after the war we shall have a continuation in schools and colleges of this speed-up system in education is a present question of debate. Already quite a number of college presidents say they will go back to presenting cultural courses in a leisurely manner and leave such intensified courses and year-round schedules to those institutions who desire to continue in such manner. The presidents who are for cultural study say that vast numbers of our soldiers and youth will desire instruction in the way to appreciate living as much as in learning the way to make a living.

The worm sometimes turns, and educators squirming over the unjust and just criticism are wondering how it is that the military themselves were so unprepared for this modern war. They say that if the military had been as well-prepared as they want the products of our schools to be prepared they would not have been caught napping and this war would probably have been very much further on toward a successful termination. And so it goes.

* * *

In this time of toil and trouble, when juvenile delinquency is discussed on heated forum platforms, when newspapers decry the situation, when the stage depicts the sordid scenes, when the clergy urge a strengthening of the moral fiber, when the old-time fireside is held

up as the acme of perfection, when the passing of parental control or counsel is taken as a universal happening, when we are in a whirlpool of pessimism and despair for the human race, it is heartening to come upon such a symposium as "My Father," written directly and simply by Pauline Marie Alvino in an English class at the Orange High School, Orange, New Jersey. We feel that there must still be many more such parents scattered throughout these United States, and if there are, our civilization is not lost. The essay printed below was received from Superintendent Howard J. McNaughton of Orange, New Jersey. It was printed just as Miss Alvino originally wrote it. Superintendent McNaughton and his Board of Education thought it such a fine tribute to parenthood in these days of turmoil that they had the tribute printed beautifully on a single sheet of parchment - type paper and are making it available to parents and others.

Of all the men that I have met or read about, I most admire my father. His appearance is unimpressive, unless one looks closely at his facial expression, for he has a face that radiates honesty and clear conscience, even when his forehead is furrowed with wrinkles that hint of a pressing worry. He is a short man, mightily built, and marvelously strong. He is a modest dresser, conservative in every respect, and his carriage is proud, but not haughty.

As years slip by, I notice that his light brown hair, at the temples, is slowly turning, not an ordinary gray, but a shining silver. It must be meant that people with silver hair have silver souls, for my father has a soul that is rare.

So many people think of material wealth and the payment for their good deeds in coin, but not so with my Dad. I have known him to go out into a terrible snowstorm to repair a stove in the home of a poor family, and when offered payment smile and say, "Forget it," blushing modestly, but eyes aglow with love for his fellow beings.

But kindness is not his only virtue, for he is a man of extraordinary intelligence. My father did not go to college; he did not finish high school. His family was large and poor and he worked to help support them, but his education did not stop there. He gained through interest in himself a wonderful education, one that very few can boast of.

His conception of Nature is wide. He can name any bird on sight, explain its habits, the shape of its nest, and the color of its eggs. To prove that he does not learn to "show off," so to speak, I mention that he has a collection of over 150 birds of North and South America.

His collection of "National Geographic Magazines" dates back to the late 1800's, and they are not "show" material. I have seen my father give up his pleasure time to read them and enjoy them thoroughly, one by one, explaining to me while he read, both of us enjoying ourselves more in this manner than if we had gone to a Broadway show.

I love to go to museums with him. His knowledge is like a store of great wealth, always there to depend upon, never failing. He is a gentleman, a scholar, a laborer, a mechanic, a machinist, a philosopher, a musician, a poet, an artist, a wonderful father, and the spirit of the truly American man, though his own father was born abroad.

His knowledge of antiques is amazing. He can glance at a chair, note the kind of wood, the period in which it was made, and its value at once. He can judge a vase or cut-glass bowl and know if it is worthless or priceless.

Yet now having left his former business of buying and selling antiques, he is working in a war plant, helping to regain the freedom he loves so well. Already in a short while, he has won thirteen certificates of merit for inventing various types of machinery and tools to speed up war production.

I have not mentioned the most wonderful thing about my father. When but a child, he was stricken by infantile paralysis and is slightly lame in his left leg. For some men this would be a perfect excuse to loaf; to my Dad it is the cause of his energy and unconceit.

We adore him, from mother down to baby, whose little eyes twinkle at the sight of him and who coos and calls, "Da-da" excitedly when he enters into the room.

He is a firm father yet a liberal man, keeping his daughters safe from harm, yet depriving them of nothing.

I worship my father for his pure unselfishness.

* * *

New York City is making plans to handle the educational problems confronting some 700,000 men and women of the armed services who will be discharged in their community. Along with these the city is considering the problems of tens of thousands of young adults who have left school prematurely to go to work and also of those who will shift from war production to civilian industry, and the general adult population who must make major readjustments in the post-war period. To handle these problems additional educational facilities are being considered.

In New York State the problem of post-war education has reached the point where the establishment of twenty-two technical junior colleges is so seriously considered that the Board of Regents within several weeks is expected to acquire sites valued at $250,000, according to Dr. Lewis A. Wilson, Deputy Commissioner of Education. Dr. Wilson reported that fifteen to twenty committees of representatives of industry, labor, agriculture and education would be appointed to help prepare the courses of study in the new colleges. Already sites have been offered by Utica, Buffalo, Syracuse, Westchester County, Plattsburg, Rochester, Elmira, and Binghampton. Eleven colleges are planned for New York City itself and an equal number in the State outside. The State Legislature, when it meets next January, is to be requested to vote further enabling acts for operation of colleges. Government agencies in Washington will be asked to make available equipment and supplies. The institutes are scheduled to handle 35,000 to 40,000 students in residence, in addition to thousands of part-time or extension students. In Utica the plan calls for a retail business and management institute to train young men and women to become potential owners and managers of retail stores. A technical institute of aeronautics is scheduled for Syracuse, where hangars and shops will be adjacent to airplane factories.

The Elementary School Is Under Fire

WE ARE TOLD THAT HUNDREDS OF THOUSANDS OF SELECTEES CANNOT READ OR WRITE WELL ENOUGH TO SERVE IN MODERN ARMIES.

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We know from the evidence that children read and write better today than they did twenty years ago. Elementary school programs have vastly improved during the last two decades. But unfortunately the demands of modern life have more than matched the improvement. The Army itself has set higher standards in this war than in World War I.

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brings to teachers and supervisors the latest and best expert thought on the teaching of two of the three R's. Last year's symposium on reading, for example, brought in thousands of requests for reprints. Radio, motion pictures, speech, children's books, the magazine, and the newspaper receive their share of attention. Your membership in the National Council of Teachers of English ($2.50 per year) brings you not only the **Review**, but also news of the work of its committees, particularly the Elementary Section Committee, now engaged in preparing pamphlets on Elementary English and the War.

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Western School News

Edited by MORRIS WAGNER

HANDBOOK OF INFORMATION ON CALIFORNIA SCHOOLS

Professional and lay groups assisting in the development of a handbook of pertinent information about California schools met in Los Angeles April 16 at the invitation of the California School Supervisors Association. Information for this handbook is being gathered as a project by the Committee on Public Relations and the Committee on Rural Education of the Supervisors Association. These committees have prepared questions on various school problems which the interested groups participating in the work are asked to answer. Questions on School Finance, Administration and Supervision, the Educational Program, Guidance and Child Welfare, Home and School Relationships, Children, and Teachers constitute the sections of the handbook.

Such questions are to be answered as: What are the weaknesses of the present system of financing public education in California? How are local boards of trustees chosen and what are their duties? What are the purposes of education? What is meant by guidance? What can parents do to help the child be successful in school? What are the characteristics of children of different age levels? Why should professional growth be required of all teachers?

There are 112 questions of this type to be answered. Groups represented at the Los Angeles meeting included: the State Chamber of Commerce; the California Congress of Parents and Teachers; the California League of Women Voters; the Business and Professional Women's Clubs; the California Federation of Women's Clubs; the California Taxpayers Association; the Association of California School Superintendents; and the California Secondary School Principals Association. Many other organizations not actually represented at the meeting have expressed a desire to co-operate through correspondence. The information will be organized into an interesting and worthwhile handbook to be published about September 1. It will be reviewed by representatives of co-operating organizations and made available to all who are interested.

The California Business and Professional Women's Clubs are very much interested in the project and have an education chairman in each of their 121 locals. The California League of Women Voters, with 21 local leagues, also has an educational chairman in each. The California Congress of Parents and Teachers anticipate making the handbook available to its 343,000 members through local organizations.

About forty representatives of these interested associations attended the Los Angeles meeting at which the California School Supervisors Association turned the project over to the groups participating. An editorial board will be selected to organize the material for the handbook.

STATE PROGRAM FOR HARD-OF-HEARING

Consultant services for the education of the hard of hearing are now available in the State Department of Education.

Following the provisions made in Assembly Bill No. 1222 passed by the California Legislature last year, Miss Ciwa Griffiths was appointed as Consultant in Education of the Hard of Hearing in February of this year.

The need for special education of hard-of-hearing children is urgent. Surveys have shown 10 per cent or more of the tested school population as suffering from varying degrees of hearing loss. While there are many areas in California that provide regular audiometric testing of school children, there are relatively few follow-up programs in either medicine or special education. There are other areas in which the hard-of-hearing child is still unrecognized and neglected.

The first important phase in the organization for state-wide program is to acquaint the school administrations that there are large numbers of hard-of-hearing children in need of special education, that the identification of such children is essential, and that notification and consultation with the State Department of Education will provide special educational help to those children.

The second phase is to establish centers of special education for teachers. This summer, the Consultant in Education of the Hard of Hearing will conduct four units of work in beginners' courses for the special credential at the San Francisco State College from July 17 to August 4. Four units of advanced courses will follow in the post session from August 7 to August 26. At Stanford University, the consultant will offer six units of work from July 10 to September 2. Courses in the field of special education for the hard of hearing will be offered at one or two other campuses also.

The third phase is to reach every classroom teacher, help her to identify the hard-of-hearing children under her care, and provide her with the means of giving daily aid to those children.

The consultant will meet with the senior classes of the state teacher colleges for six to eight hours' time each semester in order that the beginning teacher will take with her into her classroom some knowledge of the problems of the hard-of-hearing child, the means of identification, the educational possibilities of lip reading and the use of hearing aids, and classroom techniques.

The office of the consultant will answer any questions regarding individual children's problems, professional problems, administration of special classes, professional literature, and centers of training in special education.

The hard-of-hearing children form a large number of the school population. They need special attention to equalize their educational opportunities. The co-operation of teachers and school administrators will be essential for the success of a lasting program.

INTER-AMERICAN WORKSHOPS

Inter-American workshops have been announced in California for Summer 1944 at Claremont Colleges, Claremont, under the direction of Dr. Peter L. Spencer from June 26 to July 5, and at Mills College, Oakland, under the direction of President Lynn White, Jr., from June 30 to July 5, 1944.

School librarians and teachers who attend the workshops will have the opportunity to evaluate school library materials on South and Central America, and to consider with other participants how authoritative materials can be selected, provided and effectively used.

WHAT'S NEW?

By Lester D. Henderson
District Superintendent of Schools, Burlingame

Now and then some individual or group comes forward with an idea which is labeled as "new." Immediately, the new thing becomes the center of controversy. Some eagerly embrace it because of its label of newness. Others have nothing to do with it for the same reason. A better plan would be to consider the thing with the new label on its merits and formulate an opinion regarding it strictly on this basis, for there is not much that is really new.

A case in point in the field of education is the discussion and publicity which have been given to the ideas of integration and of fused courses within the past decade. There is every reason to believe that this whole field of controversy could have been moved backward at least a half a century if facilities for the interchange of ideas fifty years ago had been equal to those of today.

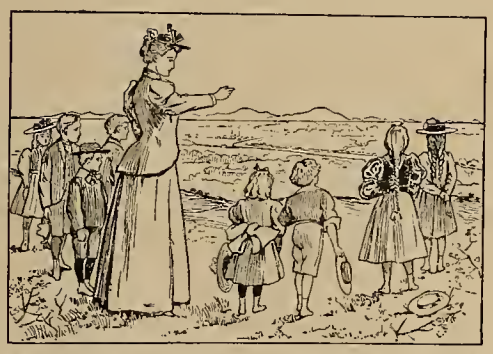
That both the ideas and their practice were somewhat common at that time, even in rather remote parts of the world, is evidenced from a quotation from the *Report of the U. S. Commissioner of Education* for the year 1888-89, Vol. II, p. 754. Dr. Sheldon Jackson, first general agent of education in Alaska, makes the following statement relative to the school on Kodiak Island: "Professor Roscoe (teacher of the Kodiak school) has availed himself of the preference of the children for the study of geography to combine it with lessons in language, writing, and spelling."

Here in Professor Roscoe's school, at Kodiak, Alaska, in the year 1888-89, we have integration, fused courses, and a social studies core curriculum, our supposedly new friends. It is true that neither Professor Roscoe nor Dr. Sheldon Jackson coined names as labels for the practice. It is true also that practices employed by a few successful teachers and administrators would not be adopted by teachers and administrators as a whole unless they were sold on such practices by propagandists and protagonists.

The moral of this recital is simply that nothing should be feared solely for the reason that it is labeled as new. Much that is in so-called progressive education is highly reactionary. The progressives, in many cases, have coined names to describe successful practices, which were more or less common, and then propagandized the same to their own advancement and to the dismay of those who are afraid of a practice which is labeled new.

* * *

In line with Superintendent Henderson's story above on "What's New?" are two examples which we came upon in textbooks as far back as 1894 and 1900. The American Book Company's *Home Geography*, in 1894, stated in its introduction to the teacher, "The first work, then, in geographical instruction,



A seashore excursion in the style of 1894, from "Home Geography" published in that year by the American Book Company.

is to study that small part of the earth's surface lying just at our doors. All around are illustrations of lake and river, upland and lowland, slope and valley. These forms must be actually observed by the pupil, mental pictures obtained in order that he may be enabled to build up in his mind other mental pictures of similar unseen forms . . . the teacher should visit with her class places where the simpler geographical features in miniature may be observed." And in the *New Pacific School Geography*, Harr Wagner, the author, wrote in 1900: "The cablegram, telegram, and modern facilities of travel place all regions of the earth in quick communication with each other. This makes it necessary that the pupils in our public schools should have a precise knowledge of all parts of the world." Half a century ago, therefore, educators were talking of such things as the value of learning by going from the familiar to the unfamiliar, and of observing through excursions. Even then they foresaw the necessity for teaching children to be world citizens.

Schools of Six Northern California Cities — San Francisco, Oakland, Alameda, Redwood City, Palo Alto and San Jose — are cooperating with Station KQW in presenting the series of programs, "KQW School of the Air," which started May 1 and will continue through June 16, Mondays through Fridays, 1:30 to 2 p. m. Patterned after the famous CBS presentation of the "American School of the Air," these local programs, ranging from round-tables to dramatizations, are being enacted by the public school students, rather than by a cast of professional players. The local scripts are written by teachers of drama, radio, history, journalism and speech, in some cases

Reading for Interest

A Balanced Reading Program for Elementary Schools

Like the children themselves, teachers delight in the beauty and color of these books. They take satisfaction in the literary content, the balanced reading program, the provision for achieving reading goals and developing basic skills; they know that they can rely on the authority of the distinguished authors and educators who have collaborated to make this series ideal for today's children. Paul Witty, general consultant. Ten books, complete with Charts, Sentence, Phrase, and Word Cards, Readiness Book, Practice Books, and Teachers Manuals—one for each grade, and a General Manual.

D. C. HEATH AND COMPANY . . . San Francisco

with students' cooperation. Louise E. Taber, KQW educational director and well-known California historian, planned the series and assists schools in developing material.

Dr. Curtis E. Warren, Superintendent of the San Francisco Public Schools, and an enthusiastic advocate of greater use of radio in education, took the lead in warmly supporting the invitation from Mr. Ralph R. Brunton, general manager of KQW, to produce such a series. The superintendents of schools in the other five cities were equally enthusiastic.

ROBERT DULIN IS NEW CHIEF HEARING COMMISSIONER

Robert M. Dulin, member of the California State Board of Education, has recently been appointed Chief Hearing Commissioner for the Office of Administrative Hearings, OPA, Region VIII, which includes seven western states. Mr. Dulin had been Hearing Commissioner since May, 1943, and was appointed Chief Hearing Commissioner in March, 1944. He has also entered the ranks of "Who's Who in America for 1944-45."

Robert M. Dulin

Mr. Dulin has been on the California State Board of Education since March, 1941, having been president of the Board from March, 1942, to May, 1943. He has served on the Beverly Hills City Board of Education since 1938. The material which will appear in the 1944-45 *Who's Who in America* will also be published in *Who's Who in Education.*

Mr. Dulin was born in Kansas, moving to Denver, Colorado, as a small child, where he received his grammar and high school education. He attended the University of Michigan for three years and returned to Colorado, graduating from the University of Denver with an A. B. degree. Later he entered the University of Denver Law School and was admitted to practice in Colorado in 1929. That same year he came to California and was admitted to practice in this state. He has practiced law in Beverly Hills since that time.

Mr. Dulin served in the first World War as First Lieutenant. He has had wide commercial as well as professional experiences, having been director of purchases for the Gates Rubber Company, the Goodrich Rubber Company and the Firestone Company. He is the author of numerous articles in business and professional magazines.

NEW COURSE OF STUDY FOR LOS ANGELES COUNTY

The new elementary course of study for Los Angeles County is in the main a revision and simplification of courses of study and course of study materials prepared previously for the schools of the county. It deals chiefly with the *framework and content* of the curriculum rather than with *method.* The functional approach throughout stresses the application of what is learned. Emphasis is placed on thoroughness of learning rather than on the covering of materials.

The organization is by grades rather than by subjects. It is believed that this arrangement provides a better developmental program for children and that it is more convenient from the standpoint of teacher use. The content of the course of study in each field is grouped under major aims which are stated in such a way that they also indicate the expected outcomes. The fact that these broad aims are relatively constant throughout the various grades gives direction and continuity to the sequence in each field.

The following are examples of these major aims in the field of language: 1. To gain experience in speaking and listening effectively in ordinary situations; 2. To gain experience in writing objectively and effectively in ordinary situations; 3. To develop information, attitudes, and skills basic to speaking and writing; 4. To use language as a means of personal interpretation and creative expression; 5. To evaluate personal competency and independence in oral and written language.

The fields included in the course of study are democratic living and citizenship, social studies and related sciences, practical arts, language, spelling, handwriting, reading, mathematics, art, music, literature, physical education, and health and safety education. The field of democratic living and citizenship is designed to develop faith in the ideals of American democracy, sensitivity to social needs, knowledge of individual rights and responsibilities, and skill in problem solving.

The areas of content in social studies and related sciences provide for the progressive expansion of the child's horizon from the immediate environment to the entire world. A thorough study of American democracy is also provided.

The course of study in the fundamental skills provides for the extensive use of functional situations which give a concrete background to the abstract symbols and relationships involved in these skills. The functional emphasis is the result of special consideration in the county over a period of many years to the development of an adequate program in the language arts and mathematics.

A unique feature of the course of study is the appendix, with its array of check lists in language, reading, and health and safety education, in which the grade placement of items on the check lists is indicated.

Present plans provide for interpreting and supplementing the course of study by a sound program of coordination and supervision carried on by members of the County Superintendent's staff; by special Institute offerings in curriculum content and method; and by supplementary publications designed to assist teachers in organizing and conducting instructional programs suited to the varying needs, abilities, and interests of children.

The following excerpts from the *Foreword* to the course of study by County Superintendent C. C. Trillingham indicate the spirit in which this document is furnished to the school people of the county:

"It is hoped that this course of study may serve as a helpful guide to the daily work of the teacher. It is recognized that such an outline is neither complete nor final. It is subject to continuous development and improvement. . . .

"We believe that the general use of this course of study throughout the county . . . will do much to avoid unfortunate omissions and unnecessary duplications in the learning experiences and total development of the boys and girls of Los Angeles County. Toward this end we solicit the cooperation of all administrators, supervisors, and teachers."

Education—Open for Inspection*

By Hubert C. Armstrong

Criticizing the schools borders upon being a pastime. But let anyone attack the principle of education, and the American people make their position clear. The right of criticism is a part of the right of political self-determination. It is a corollary of the right to an education. If the time should ever come when education cannot be criticized, education itself will cease to be intellectually free.

More than any other institution in American life, the schools belong to the people—the common people. Education is the means by which democratic government is made possible and which, at the same time, provides a system of checks and balances. For the schools train the minds of those who are for, and those who are against public issues. Those who vote *aye* and those who vote *no* are both trained in public schools. Whether children grow up to view their country and their government as a "racket"; or as "all sweetness and light"; or as a place where the people hold the power of government and must use it or lose it; or as lobbies and pressure groups who do the real ruling; depends essentially upon the public schools. Because of the importance of the function of schools, the right to criticize education is one of the prerequisites to political freedom.

People in every walk of life, of every caliber, and of every shade of belief express views on education. Some of them imply they would like an American education that is not essentially different from education in the Fascist country. Others imply a more liberal form of education than we now have. Some see education as indoctrination; some, as a process of individual growth. It is obvious that we cannot please everybody, for we cannot be all things to all people, and have either a philosophy of education or professional integrity or educational policy. Whom shall we please?

First, we should try to please ourselves; that is, we should attempt to meet our own professional standards. This implies self-evaluation and internal criticism. Whenever we know of any fact or condition that we know how to remedy, we should never wait until external attack forces us to do something about it.

Second, we should try to know the wishes of parents. This is sometimes attempted with a feeling-tone that they must be humored or placated. A preferable attitude would be one of respect for their beliefs, even though they may differ widely from our point of view. Their educational knowledge is highly colored by their own school experiences. Parents will criticize education that does not at least meet their standards. When they criticize, they are usually understating their beliefs, because they are afraid of alienating teachers against their children.

Hubert C. Armstrong

Hubert C. Armstrong, though a young man, has had a variety of experience rivalling that of an old-time pioneer. The son of an itinerant preacher, he spent his early childhood moving annually from one small town to another first in Nebraska and then in Montana. At fourteen he left home, worked in stores and on ranches, and only went to school for the first full year when he was sixteen. Three years he spent washing dishes and doing other chores while he attended high school. After completing high school he worked as postal clerk, Chautauqua superintendent, "mule skinner," and fruit picker. During college he worked an eight-hour shift while attending classes. In 1926 he married and went to Pribiloff Islands, Alaska, where he taught school and supervised seal killing until 1929. Then he returned to the University of Washington, taking his B.S. in 1930 and his M.S. in 1931. Since coming to the Oakland Schools in 1931, he has been clinical psychologist, principal of two schools, acting director of the Individual Guidance Department, and consultant in research. During four years of this time he broadcast the program "Stories of Human Behavior" for N. B. C. Two years ago Mr. Armstrong taught at a Japanese relocation center, and next summer expects to teach for the Indian Service.

Third, we should do well by the children by giving them a school experience that brings realization of their life potentialities. Children become parents and voters. They may react unfavorably years later if their educational diet is not well balanced and appealing.

Fourth, we should try to meet realistically the current needs of our society. We should orient our school work toward the society rather than toward "ivory-towerish," academic standards. The occupational, personal, and social demands placed upon children now and later as adults should keep us oriented toward the world outside the school grounds. While schools reflect society and society reflects schools, we also need to recall that mirrors do not illuminate.

Fifth, we should try to please the idealists of our country, past and present, who have held out for us potentialities greater than we have yet achieved.

But in doing all the above, we will not please everybody. Whom are we not particularly interested in pleasing?

The first group that we are not interested in pleasing are those who do not really believe in a democratic society. There are in America today many persons and organizations who are consciously or unconsciously working against a free democratic society. Some such organizations are known and labeled as Fascist. Others bear in that direction but are not labeled. Many organizations are anxious to influence the teaching in schools. Whenever free literature or other kinds of privately financed efforts are made to influence education, we should accept them only after the most careful scrutiny. Every teacher should know totalitarian or Fascistic ideas when he sees them, without their having to be labeled. Compare some current prejudices in America with Goebbels' propaganda.

We should not be interested in pleasing any political group as such, whether it be local or national. One of the greatest dangers education can face is political control.

There are financial groups in our country who are interested in saving taxes. School costs are usually one of the first to be assailed. This is not because they may wish to injure education, but simply because they disregard it. Corporations or combinations of corporations who maintain funds to reduce

*This material was prepared about the time the Hearst newspapers were carrying almost daily attacks on education. At that time the writer was teaching in a Japanese relocation center. The attitude of the Japanese toward formal as against informal education was an interesting bit of evidence which served to reveal other attitudes. Those of the conventional Japanese point of view tended to favor a formal "three R" type of education, whereas the more Americanized, liberal-minded Japanese tended toward a more informal view of education in which the "three R's" were viewed as the tools of learning rather than the fundamental content of education.

taxes may be looked upon as potentially dangerous, whether they are at any given time or not.

Any newspaper that attempts to dictate educational policy or that conducts publicity campaigns which have the effect of causing the public to lose faith in education, is attacking the very basis of our social structure. This does not mean that all newspaper criticism is bad—not by any means, for there may be instances in which conditions exist that only an outside stimulus may change. On the other hand, some newspapers have conducted long campaigns in which present-day education has been villified, condemned, and ridiculed. The difference lies between generalized, hateful condemnation; and specific, friendly demands for improvement.

Examples of some of the newspaper attacks on education are given below:

"Appalling Failure of Schools Revealed."

"Ignoring of Fundamentals by Teachers Harms War Effort."

"Now the Nation Finds Itself Paying a High Price for the Embroidery that Replaced those Fundamentals . . . "

"It is apparent that somebody applied the fundamentals to this average student once over lightly, then hurried on to other things. They were not drilled into him month after month and year after year in the early grades as they should have been."

"Public Anger Grows over Frills in Schools."

There is another group of critics that we need not give our heed. These are people who, for personal reasons, are working out a neurotic problem of their own by criticizing something in public education. Often this may go back to some unfortunate experience when they were in school, but it may reflect attitudes they have acquired elsewhere. When such people project their personal animosities on public education, we should realize that they are really talking about their own problems. Sometimes such critics of education come from positions of great prestige.

The favorite methods of attack on education are, first: the "I-know-a-boy-who" approach. A case is cited, then generalized upon, and the critic purports to prove by one example a thesis that applies to all.

The second method of attack begins, "Well, when I went to school." There is no evidence whatsoever to indicate that educational standards have deteriorated. On the other hand, there is much evidence to indicate that standards have improved. The evidence indicates also that the progressive methods of education produce results at least equally as good as formal education and in some ways, better.

The third method of attack is to condemn by labeling. When any educational practice is labeled as "radical," "visionary," "idealistic," "wild-eyed," "Communistic," or "Fascistic," the critic asks his hearers to dismiss the issue because it failed to bear the label of his personal approval. Such methods are often effective because they inspire fear. A practice may be found in fact to be aptly described by such an adjective, but to label it without examination is prejudice.

Another favorite method is to ridicule and condemn as incompetent. This is a favorite magazine and newspaper method and it is very disturbing to people in education, because it robs us of our sense of professional dignity. The method is dangerous because it makes people laugh at us and become amused at what they take to be sheer stupidity.

Attacks, like propaganda, usually consist in a variety of or a combination of two general devices: One is to select those facts which support a foregone conclusion. The second is so to interpret facts as to do the other person's thinking for him. An example of both of these types is shown in some of the criticism of education in connection with the preparedness of men for this war. The following is a quotation: "This Board each week examines 150 applicants, who must be high school graduates. Between 35 and 40 of the 150 fail the general intelligence test. And half of these fail in the arithmetic questions."

The above material was in a context that was highly critical of the educational system. What the above facts really say is that the lowest 25 per cent on the intelligence examination are rejected, that is, roughly, those whose I. Q.'s are 90 and below. But, of those rejected half fail and half pass the arithmetic examination. There is nothing whatsoever detrimental to education in that statement. The fact that half of those who failed in the intelligence examination passed the arithmetic test might even be considered complimentary.

Our Attitude Toward Criticism. First we should not be afraid of criticism. It is necessary that we know what we are doing, why, how well we are doing it, what our problems are and what their possible alternate solutions are.

We should avoid defensive attitudes such as rationalizing ("I can explain everything if you will just give me a chance"); or attacking every critic as if he were a personal enemy, *ipso facto,* because he criticizes; or by pleading guilty, admitting weakness, retreating to ultraconservative practices, promising to do better.

The attitudes we should cultivate are: (1) Consider criticism on its own merits in the light of the facts. (2) Attempt to discover, if possible, the intent of the critic. An aid in doing this is to ask yourself the answer to the question, "What could we do that would satisfy this critic?" (3) Distinguish between that part of criticism that is essentially true and that part that is essentially emotionalized attitude. Treat these as separate problems. (4) Acknowledge truth but point out the alternatives, no one of which may provide a perfect solution. (5) Judge criticism in the light of a broad perspective. (6) Accept the critic's sincerity. (7) Don't give a critic the feeling that nothing can be done to improve the situation.

Analyzing Criticism. Determine first whether criticism is made in good faith. Does it present all or only part of the facts? What statements are untrue? What interpretations can be given acknowledged facts other than those implied by the critic? Attempt to divine the critic's motives. They may be personal. They may have to do with the welfare of an individual child. They may be financial. Or they may have to do with personal ambition, politics, or some particular bit of ideology.

One of the essentials of a good public relations program is to know what the public at large is thinking. To know, requires that we employ subtle means of detecting opinion. Every school administrator should keep a file of newspaper material and he should look for trends or a consistent point of view in the critical news or editorial write-ups. He should also keep notes of parental complaints, of school problems that are given publicity, or those that are publicly discussed. He should also keep in touch with the views of business, industrial, and labor groups, and their opinions of graduates' occupational proficiency.

What Can We Do About Criticism? (1) Don't merit it. Not to merit it means examining our own practices

(Continued on page 12)

Library News

Edited by MABEL R. GILLIS, State Librarian

LIBRARIES, ADULT EDUCATION AND INTER-AMERICAN AFFAIRS

Helen E. Vogleson, Librarian, Los Angeles County Public Library, has kindly furnished the following timely account of a recent meeting of interest to librarians and teachers.

At the joint conference of the California Association for Adult Education and the Southern California Council of Inter-American Affairs held at the First Unitarian Church in Los Angeles, March 18, the speaker of the day was Sir Norman Angell, who addressed the luncheon meeting of nearly 200 persons on "The Public Mind and Tomorrow's Problems in Inter-American Affairs." In the afternoon, there were three seminars:

(1) Adult Education for Spanish-Speaking Americans — What Your Community Can Do; (2) Music-Museums-Libraries-Radio and Adult Education for Inter-American Affairs; (3) Industry and the Workers' Understanding of Inter-American Affairs — How Labor and Industry Can Contribute to Adult Education.

Contribution of Libraries Discussed

The contribution of libraries was discussed by Miss Helen E. Vogleson, Librarian, Los Angeles County Public Library. Her topic was "Ways and means by which libraries, using their existing facilities, can implement adult education for Inter-American affairs."

The letter of invitation to participate continued: "You will see the challenge of this in terms of the greatly varying resources of small versus large public libraries, not to mention special libraries connected with colleges, universities, and others." A very large order, and by indicating that librarians should use their existing facilities, it is evidently expected that they might accomplish more than they do with scanty budgets. Even so, let us see what can be done to stimulate a more dynamic use of what is already available.

First, we must acknowledge that because of confused thinking, a global war through its furious destruction of life and property has almost destroyed what we call modern civilization. This can be said better by quoting from the Proposals of the International Assembly held at Harper's Ferry, September 1943, in outlining *Education for International Security*.

Role of Education

"... The role of education will be particularly important after this war. The conflict is more than a battle between nations. It is also a conflict between ideas. The rising emphasis on the democratic participation by all the people in determining the direction of social policy makes universal education mandatory. In addition, the very rapid expansion of knowledge, the great extension of communication and transportation through the radio and the airplane, the more intimate contacts and interchanges between cultural groups, the greater economic and cultural interdependence, and the need and likelihood of extensive cooperation among nations in the postwar period, all point to the need of appropriate education to give the people an understanding of this emerging world and to support wise cooperative action among nations."*

And further from the same source: "The intellectual and cultural development of any nation depends in large measure on the achievements of other nations. Science learning, and the arts know no national boundaries. The desire of intelligent men everywhere to learn from other countries should be recognized and satisfied."

While the ways and means of learning are many and varied, I shall mention only the significant ones: the radio, films, objects of art and utility, music, the spoken word — and by no means least, the printed word. The destruction of cherished art pieces, historic buildings, and the deliberate burning of the books has not only shocked us, but has startled us into a new appreciation of books and our essential need of them.

For some time, it has been the custom of civilized people to lay upon the schools the responsibility for beginning the education of the child, for teaching him the mechanics of reading and how to use his mind. Someone has added: "The task of free libraries is to maintain the intelligence which schools exist to create." As for my task here today, I shall indicate very briefly the contribution which I think libraries may make as continuation schools for life, as well as for better Inter-American affairs. The field is ready for cultivating, and we should see that good grain is used for the seeding.

*Education for International Security; proposals of the International Assembly held at Harper's Ferry, September 1943, pp. 5, 10.

Responsibility of Librarians

Since it is a truism that those who expect to be benefited must also contribute, I would stipulate: (1) That librarians in every country take stock of their books and know their subject content and value; also, that a wider use of good books translated from other languages should be encouraged to the end that greater tolerance and appreciation may be attained. (2) It is probably necessary for libraries to supply more lending copies of dictionaries and books on the grammar of foreign languages. (3) Reading lists, posters, and book exhibits are usually good grain, but it is disappointing when they seem to fall only on barren ground. However, the Los Angeles County Public Library can point to a rather remarkable experience with a recent reading list prepared on the twenty-one *Republics of the Western Hemisphere*, for which requests have been received from individuals, schools, or libraries in half the states of the union. (4) With very little effort, I believe libraries can be made more attractive and comfortable; and (5) I am sure that lending rules can be simplified and made more palatable to the public. The old requirement that a non-taxpayer, in order to obtain a free reader's card, needed to have a sponsor or property owner reference should be abolished. For nearly a year, the Los Angeles County Public Library has found a verified signature satisfactory. (6) As citizens, we have a responsibility. We should recognize the function of the library in the community, and be willing to back up the library authorities in their efforts to provide a better and more widespread service through books. (7) Then, too, persons belonging to local minority groups should be helped to feel welcome in libraries. Let me call to your attention a very interesting article in the *Survey Graphic* of January 1944, on *The People's Own Libraries*.* It is an account of an unexpected demand for popular libraries in the Federal District of Mexico. As in Russia, there are

*J. Vicens: The People's Own Libraries. *Survey Graphic* January, 1944, pp. 23-24.

masses of people in Mexico who are hungry for books and education.

Exchange Relations Encouraging

(8) It is encouraging to find the educational leaven working through student groups who come to North America from foreign lands, and the exchange of teachers and others engaged in business as well as professional fields. In the library field we look for splendid results from the recent loan of several American librarians to important posts in South America: to the Benjamin Franklin Biblioteca in Mexico City, the librarian from the University of Michigan; to the Biblioteca Managua, Nicaragua, the librarian of Wayne University, Detroit; and still another American librarian to the Biblioteca Artigas, Montevideo, Uruguay.

(9) We also find a phase of cooperation and expansion developing through the establishment of professional library training courses aimed to prepare leaders; for example, the Rockefeller Foundation grant of $27,500 to the Sao Paulo School for scholarships in library work. On the other hand, more leaders from the Latin countries should be encouraged to come to the United States and to mingle with us. In this connection, I am thinking of the recent lectures of Dr. Carlos Contreras, Mexico's foremost city planner, who visited in Los Angeles recently. Dr. Contreras presented to Town Hall and other groups very surprising designs of modern houses and planning, which are being used in community development, particularly for the city of Guadalajara.

Better Publicity Suggested

In conclusion — yet by no means inferring that all the ways and means have been listed by which libraries may implement adult education for Inter-American affairs — I must add that we should aim for better publicity. This is very important, and librarians should insist on employing as a staff member, a person trained in good publicity work. I mean, in ways to advertise the resources of libraries. There should also be adequate personnel to permit more frequent attendance at worthwhile meetings, in order to learn what is of interest to the community and in turn make libraries more effective as part of the community culture. Such activities may involve larger per capita expenditure, but extending education and culture is like spending money to make money.

If there were time, I should like to tell you about a Committee for Economic Development that is forming. In a word, it is a nation-wide organization having a number of local committees composed of outstanding men and women who feel very greatly concerned about winning the peace after the war is won. Public libraries, schools, colleges, universities, and special libraries are among the activities and the many fields of work represented. Each and every group is making a study of ways and means to meet the situations and conditions which will surely face us following demobilization. For this, each must analyze his work and be prepared to meet unemployment and changing employment problems brought about by a new approach to adult education, largely due to World War II. This global war has required intensive training programs and resulted in terrific experiences for men and women, particularly for war veterans.

Lastly, it is most important that we be ready to cooperate with many teaching groups, that we be socially integrated in the community and have at hand the best material for discussions on ethics, history, the arts and literature, with the up-to-date books on subjects pertaining to commerce, science, and industry. Then, not strictly as teachers, but as guides in a world of books, it is our hope that we, as librarians, shall not be found wanting in the search for a happier way of life, and for better Inter-American affairs and world-wide relations.

NEWS NOTES

Mrs. Bess R. Yates, Librarian of the Glendale Public Library since 1932, has resigned and with her husband will grow avocados and oranges about forty miles inland from San Diego. Her position in Glendale has not yet been filled.

Country Life is evidently having an appeal for librarians at present. Mrs. Alice Frederick resigned as librarian of the Tehama County Library to assist her husband in raising turkeys at LeGrand, Merced County.

Joseph Belloli who was on leave of absence from the Pacific Grove Public Library to work in a war industry has now resigned from Pacific Grove and has returned to library work as librarian of the Vallejo Housing Authority.

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Book Reviews

From the Macmillan Company

THE CACTUS FENCE and PITO'S HOUSE, by Catherine Bryan and Mabra Madden. Price, $1.50 each. These delightful stories, for children between the ages of 8 and 12, are both built upon Mexican folk tales and both "teach lessons," but nobody could mind the lessons because they are presented with so much originality, color, and humor. *The Cactus Fence* has the same kind of

Mabra Madden

Catherine Bryan

"moral" for children that the object lesson of Nazis in action has for adults. Don Coyote, the rascal of this story, is occupied with thinking up ways to fool the barnyard creatures. Once he even outwits the man who owns the farm, and he tries to stir up trouble for Benito, the burro. He reasons falsely but brilliantly with a foolish little rabbit. He bears false witness against the other barnyard creatures to make poor Chiva, the goat, suspect everyone but the real culprit of wanting to eat her kids. But at last the barnyard creatures find him out for what he is — an enemy of Mexico. "My friends," says Benito, "our way of life may have its faults, but come what may, it is better than Don Coyote's." And they unite in their efforts to keep him outside the fence.

Pito's House is the story of a henpecked husband whose wife complains from morning till night that their house is too small and that her husband would build her another one if he weren't so lazy. Finally unhappy Pito goes to the Padre for advice and the wise priest provides an interesting solution. All of the drawings, like the tales themselves, are full of color and humor.

The authors of these tales are both native Californians who teach at the Casa Blanca School, Riverside, California. Casa Blanca is a small Mexican community on the outskirts of Riverside. Mr. Madden is principal of the school, and in addition to his regular duties as principal is in charge of a very successful recreational program for Mexican boys in which a part of the school is open each evening, and magazines, sports equipment, games, etc., are available.

Miss Bryan teaches art in the school, having majored in art at the University of California both at Los Angeles and at Berkeley, and having taken graduate work at Claremont Colleges. Both Miss Bryan and Mr. Madden have found their work with Mexicans interesting and worthwhile as well as yielding much good story material.

From D. C. Heath and Company

OUR GROWING WORLD, Lucy Sprague Mitchell, General Editor. *Farm and City*, Book I. Price, $.88. *Animals, Plants, and Machines*, Book II. Price, $.96. Today the social studies occupy a place of growing importance in the elementary school curriculum as a result of the increasing emphasis laid on knowledge of environment and on democratic living. Teachers who are seeking materials to interpret these changes will welcome *Our Growing World*, Heath's new series for grades 1-6, each book of which supplies basal curriculum content for a year.

Farm and City and *Animals, Plants, and Machines* succeed admirably in helping children to understand how people live together in homes and communities and how they satisfy their needs for food, clothing, and shelter. These books convey to children in concrete ways that they can grasp the action of earth forces on plant and animal life; the personal and social necessity for conservation; the importance of work; respect for others; and the responsibilities involved in democratic living.

The socially desirable concepts and codes of conduct are never formally stated but are conveyed through a series of related stories dealing realistically with children, families, workers, plants, animals, tools, and machines.

EDUCATION—OPEN FOR INSPECTION

(Continued from page 9)

from the point of view of parents and the public. It means shifting our perspective to see ourselves as we are seen.

(2) "Beat the critics to it" by keeping the public so well informed that any general attack, for example by newspapers, is robbed of its news value. To do this requires that we be both realistic and frank in getting the public to understand the relationship between educational problems and educational policy and that the public understands what we are doing and how we are doing it. They also need to know the results we are achieving. We cannot expect to conceal unfavorable conditions without running the risk of having such conditions discussed under the most disadvantageous conditions.

(3) Maintain the faith and confidence of the community in your leadership. Many a dangerous issue has been neutralized by the prestige of recognized leadership which the school personnel holds in a community.

(4) Don't get drawn into a fight that grew out of motives or interests that are really extraneous to the schools. In such cases expose criticism when it is possible to do so without becoming embroiled in a controversy.

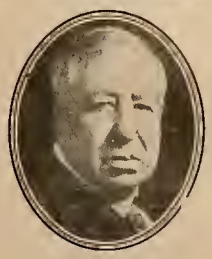
(5) Keep personal feelings in the background and deal with facts in the light of the welfare of children and the public interest.

(6) Do not attempt to condemn or discredit criticism itself, but rather let the public see the factual picture and then judge the criticism in the light of the facts. Their opinion of the criticism must be based upon their own judgment, not ours.

(7) See to it that the leaders in the community are kept continuously informed and interested in education as a social institution.

Our relations with the public provide our means of existence. We need to realize that the American citizen believes in education. He will listen to criticism of details but never of the right of every child to an education. This accounts for the fact that even the enemies of education must resort to flank attacks on such details as taxes, particular textbooks, the "three R's," or teacher tenure. When criticism comes, listen to it carefully, analytically, judiciously. If it is wholesale, generalized, broadside, beware of it. If it "hits below the belt," suspect it. If it is specific, honest, forthright, listen and take it. If it points to a weakness, look where it points, but if it points only the finger of scorn, just turn a deaf ear and "saw wood."

The Western Journal of Education.



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". . . More than any other institution in American life, the schools belong to the people—the common people. Education is the means by which democratic government is made possible, and which, at the same time, provides a system of checks and balances. For the schools train the minds of those who are for, and those who are against, public issues. Whether children grow up to view their country and their government as a "racket"; or as "all sweetness and light"; or as a place where the people hold the power of government and must use it or lose it; or as lobbies and pressure groups who do the real ruling; depends essentially upon the public schools. Because of the importance of the function of schools, the right to criticize education is one of the prerequisites to political freedom . . ."

From Education, Open For Inspection, *page 8, by* Hubert C. Armstrong

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Education—Open for Inspection, Hubert C. Armstrong 8

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May, 1944

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6. Free textbooks for all public high school pupils.
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The dues of California Teachers Association are $3 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

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San Francisco 2

State Executive Secretary
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The Western Journal of Education.

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In This Issue:

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September, 1944

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EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Morris Wagner Hazel Ross

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Vol. L, No. 6 San Francisco September, 1944

Jottings of a Traveling Bookman

By W. M. CULP

In only six years—September 9, 1950, California will have passed a hundred years of statehood. This second World War has caused more changes in California and set in motion more ideas of grandeur than in any of the nine decades preceding. California was nurtured in the blaze of the "Gold Rush" days, grew to adult statehood as population moved westward and the transcontinental railroads were finished, became an agricultural state to such an extent that the number of its carloads of fruit run to the hundreds of thousands. California had become the market basket of the whole nation for in every store were shown oranges and lemons, plums and prunes, apricots and peaches, grapes of every sort, raisins, vegetables of every description. The Imperial and Salinas Valleys had become the salad bowl of the nation, dishing out the lettuce in 1000-car lots, Sunkist oranges and lemons, sunripened Santa Clara prunes, Fresno raisins, Placer county plums, avocados made famous under the trade name of Calavo, Watsonville and Sebastopol apples, artichokes from Half Moon Bay, walnuts from Puente, almonds from Oakdale and Paso Robles, cherries from Vacaville and Beaumont, dates from Coachella and so on ad infinitum. Then came the twentieth century and the motion picture industry that made Los Angeles and Hollywood the sesame of all things artistic. A mood enhanced by the fact that with the maturing of radio the majority of national programs now originate in Hollywood. These things have brought California more into the everyday thinking of every individual in the United States than anything else for while one feeds the body, the other sustains the mind. One additional factor may be added and that is that California had become a vacation Mecca for the nation. Its Big Trees, Yosemite Valley, the thousand miles of coast line, the Sierras and Death Valley, the romance of San Francisco, and the glamor of Hollywood all had their allure.

The second World War has added to all this. With a suddenness almost magical California has become a manufacturing state. The shipyards of the San Francisco Bay area and of the Los Angeles Harbor area have been turning out ships by the hundreds. The airplane might of the United States is synonymous with those planes coming from San Diego and the Los Angeles region. National factories of every description now have huge branches in California. Los Angeles is displacing New York and Paris as the style center of the world. The clothing industry, especially of women's wear, has found that the name of Hollywood outsells even far-famed Paris.

Such are the facts and now Governor Earl Warren of the state of California is forecasting that by 1950 California will be the second state in size in the United States. The past three years has seen nearly a two-million increase in population in the state, mostly in the metropolitan areas of San Francisco and Los Angeles. Most of these people intend to remain in California. Already plans have been laid for daily and night service by airplane to Hawaii and then on to Asia. Industrial plans dealing with business with the hundreds of millions of Asiatics all foretell a tremendous industrial expansion. And perhaps, in celebration of this hundred years of statehood California will put on a World's Fair linking east and west in a fantasoria of the things of tomorrow.

What has all this to do with education? In California it is very pertinent. For in many sections of the United States school systems are in a state of decline numerically. California is again in the throes of expansion. Instead of being overbuilt California schools will have to be increased. Instead of being topheavy with an over-aged, top-salaried teaching corps California schools can leaven their forces with new blood. And further, it has always been found that the schools in an expanding economy are forced to keep up with the times in expanding their services to the community.

Already the Los Angeles City School System under Superintendent Vierling Kersey is the third largest school system in the United States, only surpassed by New York City and Chicago. More than 321,000 pupils are enrolled in schools from the primary through the junior college. For the first time in its history the budget of the Los Angeles School District has passed fifty millions of dollars. This year, the highest in the city's history, it has reached the total of $50,375,000. This year Los Angeles has increased its teaching force by 246 new teachers. The Los Angeles City School District has an area of 1140 square miles, more than the entire area of the State of Rhode Island with its 1067 square miles. It has 45 high schools, 31 junior high schools, 289 elementary schools, 420 school sites totaling 2008 acres, 2049 buildings. The last complete breakdown of pupils was 317,300, allocated as follows: kindergarten, 16,963; elementary, 133,864; junior high schools, 65,219; senior high schools, 49,557; city college, 4,781; adult schools, 46,916. These numbers as stated now have been increased to more than 321,000. Certificated employees now number 10,177. Classified employees total some 4,183, a total of more than 14,000 employees for the Los Angeles School District.

Seasoned leadership continues at the head of the Los Angeles City School System. In point of years of service to his system Superintendent Vierling Kersey of Los Angeles is now among the major cities of the United States, only surpassed by Superintendent Charles H. Lake of Cleveland, Ohio, and Dr. David Weglein of Baltimore, Maryland. Superintendent Kersey is the only major school superintendent in the United States who brings to his office the broad experience in edu-

cation gained as a State Superintendent of Public Instruction. Superintendent Kersey sees education in the whole as a result of his years as State Superintendent of Public Instruction for the State of California. He believes that the teaching corps should be well paid. For that reason every teacher in the Los Angeles system received a raise this year. The rise in teacher salary schedule was justified by the argument that it would tend to stabilize the personnel and keep down the employing of substitute teachers, of whom 1800 were used last year. Also, the raise was favored by the citizens and the Board of Education because the teachers were functioning under increased community demands and were giving more than ever before. Superintendent Kersey's basic plans for this new school year call for the consolidating and the holding of all war gains, of not now letting down before the war is finally won, of building up moral and spiritual strength for peace-time life, of making youth serviceable to himself and his community, and of keeping the school program keyed to fundamental skills. Stating these things more fully, they can be summarized as: (1) Maintain the wartime pace and efforts in the schools; (2) Catch up on the cultural and spiritual lags resulting from single-minded devotion to victory; (3) Carry on a youth-service program which will be positive and preventive as well as correctional, with an eye to juvenile delinquency; (4) Prepare graduates for the era ahead which will demand (a) technical, scientific and trade skills and (b) training "in what we must know to get along better with each other, with employees and with world neighbors," (c) global concepts "at aviation distances and air-minded travel," with improved "home life and housing and emphasis on being better fit physically"; (5) Develop bilingual abilities so "we can think with, talk with and understand the peoples we will live with" in the post-war world; (6) Stop "patchwork" education so "we will be balanced in basic skills and abilities, in learning attitudes and understanding marketable skills and qualities, cultural characteristics, and spiritual motivations"; (7) Have the school and its teachings and our purposes understood as a basis for "sound moral and financial support" of the community and its citizens.

Los Angeles City is doing something about cultivating neighborliness toward the Latin nations south of us. Spanish is now being taught from the kindergarten through the twelfth year. Linguistic proficiency is the goal and was worked out by a large committee of teachers and executives from all divisions of the city schools. Los Angeles, with over 250,000 Mexican population, is the second largest Mexican-populated city on this continent. Superintendent Kersey believes that if we can speak a foreign language fluently and understand the language perfectly we can sympathize with that nation's viewpoint.

The smooth functioning of any organization demands executive efficiency. In Los Angeles Dr. Guy Marsh Hoyt, executive assistant to Superintendent Kersey, is the man who aids in the even management of more than 14,000 city school employees.

Indicative of a city's educational alertness are the publications it edits. From Los Angeles City Schools we have School Publication No. 400, *Graduation Requirements and Curricula* 1944-45. This publication is invaluable to any Los Angeles parent. It lays out the basic and supplemental curricula, gives basic philosophy of the school system, lays down that home work is advisable, and what is more, makes clear to the student the requirements for entrance to any college or university in California. A student perusing this manual will have a chance to control his own educational future. The publication was developed under the guidance of Arthur Gould, Deputy Superintendent. *Direct Hits,* Los Angeles City Schools —Publication 392, 1944 is another fine exposition in picture and word of the work of the Los Angeles city schools that emphasizes the wide range of public education in that city. Of most recent date is the publication *Moral and Spiritual Values in Education,* a pamphlet of 112 pages published under the direction of Maurice G. Blair, director of secondary curriculum. This publication is the result of much study by a large committee of Los Angeles city teachers and representative groups of the civilian population. This book is intended for teachers from the kindergarten through the twelfth year. Primarily in the fields of English, social studies, music and art paged references to various texts and supplemental books are given so that such moral and spiritual values as co-operation, courage, faith, generosity, good will, honesty, kindness, loyalty, respect for law, responsibility, and reverence are indicated to teachers for daily classroom work. In addition, there is a list of audio-visual aids. The teacher index enables the teacher to find quickly pages dealing with his special grade and subject.

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Western School News

Edited by MORRIS WAGNER

W. K. COBB HEADS TULARE HIGH SCHOOL

W. K. Cobb, formerly county superintendent of Ventura County schools, was recently appointed principal of the Tulare High School. In accepting the invitation to the Tulare position Mr. Cobb is returning to the home of his early youth and to a community whose interests and needs he is thoroughly familiar with. His family settled in Tulare when he was a small boy, having moved to California from Texas, his birthplace. He attended the Tulare elementary schools and the high school which he now returns to as principal. Mrs. Cobb, also, was brought up in Tulare, attending the Tulare High School, so that the city is welcoming back two of its own.

W. K. Cobb

Mr. Cobb secured his B.A. from Pomona College and his M.A. in education at the University of Southern California and has done considerable work toward a doctorate at the latter institution. He has taken additional work at the University of California at Los Angeles and Stanford University.

About a week before his graduation from Pomona College in 1917 Mr. Cobb was called into the army and served as a First Lieutenant during World War I. After the war he went into business, first with the Associated Oil Company and then with the H. H. MacDonaugh Customs Brokers. He later entered the school field as supervisor of child welfare and attendance in the Los Angeles city schools system. After several years in this field he took a leave of absence in order to accept a position as superintendent of the Pacific Lodge School for Boys. Returning to the Los Angeles city schools system, he served as supervisor and teacher assisting in the organization of child welfare centers.

Mr. Cobb went to Ventura County in 1928, first as supervisor of child welfare and attendance, then as director of child guidance. In 1935 he became superintendent of the county's schools, having run for office upon the retirement of Blanche Reynolds.

He has been a member of the California State Curriculum Commission for the past five years, was president of the Association of California Public School Superintendents in 1942-43, and is now vice-chairman of the Advisory Council.

The Tulare High School of which Mr. Cobb has just assumed the principalship has an enrollment of approximately 1200 and a teaching staff of 45. Among the interesting features of this well-known high school district is an 80-acre farm organized under the Smith Hughes program. The district has been running a community cannery which has been one of the most successful in the State.

Mr. Cobb succeeds Hilton Bell who left to take over the principalship of the Vallejo High School. Mr. Bell was also a Tulare boy, graduating from the Tulare High School.

✓ ✓ ✓

Dean E. Triggs, formerly Administrative Assistant under Ventura County's Superintendent W. K. Cobb, was appointed to the county superintendency upon Mr. Cobb's resignation.

Mr. Triggs is a native Californian, and was born in the little town of Rivera near Whittier. His early education was obtained at the Rivera grammar school and Whittier High School. After two years at Colorado College, Colorado Springs, he finished his undergraduate work at Whittier College. During several summer sessions he had done graduate work at the University of Southern California.

Mr. Triggs' first teaching was at the Rivera grammar school, after which he went to the Ranchito School in Pico as elementary principal for six years. His next principalship was at the May Henning School in Ventura. Then, after five months as principal of the Isbell School in Santa Paula, his services were requested on February 1, 1943, as Coordinator of School War Activities in the Ventura County Office of Education under W. K. Cobb, Superintendent. Upon Mr. Cobb's resignation the Ventura County Board of Supervisors on August 1, 1944 appointed Mr. Triggs to the county superintendency.

✓ ✓ ✓

The California Polytechnic School is one of eight schools chosen by the Navy from the total of seventeen Naval Flight Preparatory schools in the United States to conduct the new Naval Academic Refresher curriculum which went into effect on July 27. The Naval Flight Preparatory program which has been functioning at the school since January, 1943, will continue until the last battalion to come in under that program graduates about November 1, 1944. The purpose of the new program is to prepare V-5 flight training candidates to participate successfully in pre-flight schools.

✓ ✓ ✓

California is one of four states selected by the United States Office of Education in which to launch projects to determine the effectiveness of the school in contributing to the conduct of farming and of farm family living. In order to reach a clear understanding as to the philosophy for a program of farm and farm family living a joint conference was held in San Luis Obispo with members of the Bureaus of Agriculture and Homemaking Education meeting with the Assistant Director of Food Production War Training of the United States Office of Education. Plans were developed to work with three schools—the Tulare High School, Elk Grove High School, and Live Oak High School. Members of the Bureau of Homemaking Education visited these schools along with agricultural supervisors and worked with the local school administrator and the agriculture and homemaking teachers to establish plans for the proposed program.

To date there is very little information, if any, on the economic and home life opportunities on available farms. The purpose of this study is two-fold, in that it will assist young men and women now in the service, who are interested in farming, to secure adequate information which will enable them to select paying and productive farms. Besides helping the young people who are returning from the service, this study will assist young men and women in the community who need guidance in getting established in farming and farm family living.

NEW STATE DEPARTMENT APPOINTMENTS

SAMUEL L. FICK has recently been appointed Chief of the Bureau of Trade and Industrial Education, State Department of Education, to succeed the late John Clare Beswick.

Mr. Fick holds a Bachelor of Science degree and a Master of Science degree from the University of Southern California, and he has completed the majority of the course work for the Degree of Doctor of Education. He is also a practical craftsman, having been engaged in the automobile business prior to his entering the teaching profession. He has completed the entire vocational trade and industrial teacher training course and

Samuel L. Fick

holds a vocational arts type credential in auto mechanics as well as the class "A" supervision credential in trade and industrial education. He also holds a general secondary credential and an administrative credential.

Mr. Fick's teaching assignment was to teach auto mechanics in the City of Los Angeles. During the last eight years of his assignment in the Los Angeles City Schools he was head of the department at the George Washington High School. In 1935 he was appointed Assistant Supervisor of Trade and Industrial Teacher Training for the Bureau of Trade and Industrial Education, and was assigned to the University of California in Los Angeles.

In August, 1941, Mr. Fick was appointed Assistant Director of Vocational Training for War Production Workers, and had charge of the war production training program of southern California. Upon the death of Mr. J. C. Beswick in February of this year, Mr. Fick was appointed State Director of Vocational Training for War Production Workers and in April he was appointed Chief of the Bureau of Trade and Industrial Education.

* * *

BERTHA V. AKIN assumed the duties of the Chief of the Bureau of Homemaking Education in California, March 15, 1944. Before her appointment she had served as State Supervisor of Home Economics Education in Nevada for twelve years.

Miss Akin's educational experience has been broad, and includes teaching experience in junior high, high school, and college, and administrative responsibilities with the State Department of Education in Nevada. Besides twelve years of experience as State Supervisor of Home Economics, she served as teacher trainer at the University of Nevada. For one year she was Deputy Superintendent of Public Instruction for the Fifth Supervision District with the Nevada State Department of Education, stationed at Las Vegas, and she has taught Home Economics in the schools of Virginia City and Las Vegas.

Bertha V. Akin

Miss Akin is a graduate of the Carson City High School, and received her B. S. degree in Home Economics from the University of Nevada, in 1925. She has studied at the University of California at Berkeley, the University of California at Los Angeles, and received her Master's degree from the University of Minnesota in 1939.

Active in social and educational affairs, Miss Akin has given generously of her time in the work of the State Council of Civilian Defense, where she served as State Chairman of the Consumer Interest Committee, and member of the State Nutrition Committee and Child Welfare Committee. She has served as President and Vice President of the Nevada Home Economics Association, Vice President of the Vocational Teachers Association, and Vice President of the Carson Valley Branch of American Association of University Women. She is also a member of the P. E. O., and past president of the Delta Kappa Gamma National Women's Educational Society.

DR. WALTER F. DEXTER, State Superintendent of Public Instruction, has announced that a letter received from the W. K. Kellogg Foundation, Battle Creek, Michigan, approves a grant of funds of $10,800 for the 1944-45 school year to be used in sponsoring a "Community Health Education Project" in California.

This project will be conducted by the State Department of Education in cooperation with the State Department of Public Health. Tentative plans are being made to set up the headquarters for the project at Fresno State College, Fresno, California, and to invite the thirty-seven secondary schools in Fresno, Madera, Kings, Tulare, Mariposa, Stanislaus and Merced Counties to participate in the program.

Dr. Dexter made this statement in connection with the receipt of the grant of funds: "We are appreciative of the interest and support of the W. K. Kellogg Foundation in making this 'Community Health Education Project' possible. The educational program in California is endeavoring to develop in students a consciousness of the value of a knowledge of positive health, and to establish practices which will function in safeguarding individual, family and community health."

The program will be under the general supervision of Verne S. Landreth, Chief of the Division of Physical and Health Education.

* * *

THE CALIFORNIA STATE BOARD OF EDUCATION held a special meeting August 17 to hear a report from Dr. George Strayer, of Columbia University, who is making a survey of California schools' administration program. Education is one of the numerous fields in which comprehensive surveys are being made under the State Reconstruction and Reemployment Commission of which Alexander R. Heron is the director.

NEWS NOTES

Dr. Curtis E. Warren, superintendent of San Francisco schools, broadcast his message to teachers on the opening day of school rather than require them to convene during these times of crowded conditions and traffic problems. His closing words are indicative of the awareness of leaders in education to the urgency of the times and to the vital importance of education in general and new approaches in teaching method. He said in part:

"We shall, I am sure, have the challenge of many changes, such as, the return of veterans who are youths in age but mature in experience—and their formal education still unfinished. How shall we serve them?

"The armed forces and industry have unearthed new methods of streamlined learning. How shall we appropriate them to our use—and to the benefit of our children? A new social and economic era is upon us. Where do we find our place and function therein? How shall we accept the responsibility of helping to safeguard the symbols and traditions of democracy? Well, it all adds up to the greatest task the schools have ever faced.

"We can only measure up to it if our house is in order, if we think and plan and work together.

"Finally—'Teaching is a noble profession and most of its rewards are spiritual satisfactions.' But let us not lose sight of the opportunity that 'The Shape of Things to Come'—may well be the result of our teaching."

Dr. J. Paul Leonard of Stanford University offered unusual programs in secondary education during the summer session. The seminar in secondary administration featured the leading city superintendents of the state. Those participating were Vierling Kersey of Los Angeles, William R. Odell of Oakland, Curtis E. Warren of San Francisco, Walter L. Bachrodt of San Jose, and William Paden of Alameda.

Dr. Leonard also conducted a seminar on "Planning for all American Youth." "Planning for all American Youth" is the new plan offered by the Educational Policies Council and the National Department of Secondary School Principals.

California Coordinators and Supervisors participating in these classes were: Francis L. Drag, San Diego County; Lelia Ann Taggart, Santa Barbara County; Ethel S. Ward, Alameda County; Mary Evans and Margaret Ransberger, Santa Barbara. The classes were made up principally of out-of-state people.

Guy R. Householder, new District Superintendent at Pleasanton, succeeds Jack Prouty who resigned to go into the produce business. Mr. Householder was Attendance and Physical Education Supervisor for a year and a half in Alameda County Schools and was released to take over the Pleasanton superintendency.

He was supervisor in elementary and high schools at Bishop before coming to Alameda County and served as vice-principal at Tipton. He received his training at Fresno State and University of California at Berkeley. He is a member of Lambda Chapter of Phi Delta Kappa.

Joseph Prisk Michell, new District Superintendent at Livermore, came to Alameda County from Williams, Colusa County. He was principal there for several years and also served on the County Board of Education of Colusa County.

The 14th Annual Convention of the California School Trustees Association will be held in Los Angeles at the Biltmore Hotel, October 2, 3, and 4. A comprehensive and significant program is planned. Speakers include Alexander R. Heron, Chairman of the State Reconstruction and Reemployment Commission, Dr. William R. Odell, Superintendent of Oakland schools, and Dr. Vierling Kersey, City Superintendent of Los Angeles schools. On October 4 the California School Trustees and the California school administrators meet in joint session. Some of the pertinent subjects to be presented are: America's responsibility to help in the development of an educational program for China; measures to aid in the prevention of juvenile delinquency; post-war readjustments and schoolhouse planning; and educational opportunities for returned veterans.

Some Astounding Figures on the drop in high school enrollment during the war years are given by the United States Office of Education. For a generation until the present war our country had slowly but steadily built up its high-school enrollment until in 1940-41 the number of students reached its all-time high of 7,244,000. Then the tide of students started its flow out from high schools. In 1941-42 the shrinkage was 300,000, and in the following year there was another drop of 300,000. In 1943-44 high-school rolls were down another 400,000. High-school population is now back to the level of 1934.

The Ventura County Schools Workshop Sesssion was held at the Washington Elementary School August 21 to September 1 with both local and guest leaders participating. Helen Heffernan, Chief, Division of Elementary Education, acted as guest director. Among the guest speakers were Georgia Ruffcorn, Director of Homemaking, State Department of Education; Robert Ball, Assistant Professor of Psychology, University of California and Santa Barbara College, and Mrs. Ethel Leafgreen, principal of the Grant Elementary School, Los Angeles.

The twelve days devoted to the workshop were organized around the philosophy presented during the first two and a half days by Miss Heffernan. In her opening talk titled "The Philosophy of Education," Miss Heffernan set the keynote of the session that followed. Some of the subjects presented in subsequent talks were "A Typical Day in the Elementary School," "The Schools' Contribution to a Democratic Society," "Characteristics of Child Growth," and "How Children Learn."

Following these presentations, the program consisted of observation and demonstration classes at the various grade levels in the mornings and evaluation periods in the afternoons. Those classroom procedures were observed and discussed which put into the most efficient practical use that philosophy of education which promotes the child's growth and development as well as his acquisition of the tools of learning.

Ventura County Staff changes in personnel are as follows: Mrs. Pauline Jeidy from General Supervisor, Butte County, to Director of Elementary Education, Ventura County; Miss Maurine Moore from teacher in seventh and eighth grades, Palos Verdes Estates, Los Angeles County, to General Supervisor, Ventura County; Miss Berenice Barnard (from Tennessee) to Music Supervisor, Ventura County.

NEWS NOTES (Continued)

Stanislaus County Schools under County Superintendent of Schools Mrs. Margaret L. Annear are all set for another school year of increased accomplishment owing to the enlargement of the educational supervisory force of the county schools. New personnel includes Miss Georgia Davis and Miss Mercedes Erro, who with Mrs. Mollie S. Platt, Mrs. Gladys K. Zumwalt and Mrs. Miriam Pratt make up the General Supervisory Corps of five members.

Miss Georgia Davis comes to Stanislaus County Schools and Modesto from Whittier College, where she was an instructor in elementary education. Her educational background includes degrees from Columbia University and Chicago University. Before coming to California she held responsible supervisory positions in the schools of Indiana. For some years she was in charge of elementary education in the Richmond, Indiana, public schools.

Miss Mercedes Erro is a Californian, having an M. A. from Stanford University. She comes to her present position from instructing at the Teachers' College at Oswego, New York. The excellent art program of the county still continues under the direction of John C. Ayres. Harold C. Francis has become new director of Visual Education and Physical Education, since Burton W. Gripenstraw's election to the Oakdale, California, district superintendency. In addition, Mrs. Annear has established a new position of co-ordinator of secondary schools and director of curriculum. This new position has been filled with the appointment of Fred C. Beyer. For the past five years Mr. Beyer has been Dean of Activities of the Modesto Junior College and Professor of Psychology. His educational training has been largely from Stanford University with additional work at other higher institutions of learning.

The Appointment of Burton W. Gripenstraw, assistant superintendent of Stanislaus County Schools, to the district superintendency of the Oakdale, California, elementary schools was one of the outstanding appointments of the San Joaquin Valley this summer. Mr. Gripenstraw succeeded J. J. Berry, former district superintendent of Oakdale, whose death last spring lessened by one more the old guard who had done so much to strengthen education in the San Joaquin Valley Schools.

Mr. Berry in his over fifty years of teaching and acting as principal in California and as district superintendent of the Oakdale elementary schools during the past several decades, saw Oakdale become one of the finer school systems of California. The new Oakdale Union Elementary School Building erected about three years ago is one of the finest school structures in the country. It includes everything in newer devices and arrangements for increasing better teaching. Mr. Gripenstraw takes his new position knowing the community as he formerly taught in the Oakdale system. He has behind him five years of work in the Stanislaus County Schools under Superintendent Mrs. Margaret L. Annear as Assistant County Superintendent of Schools and Supervisor of Visual Education and Physical Education.

Clara E. Wassum has been elected to the district superintendency of the Empire Union elementary school, Stanislaus County. This school is one of the largest in the county and is located a few miles out from Modesto in a grape growing area. Miss Wassum is well known in the county as for some years she has been principal of the Hawthorne School in Turlock.

T. V. Cardozo retired this summer from the district superintendency of the Riverbank school, Stanislaus County, to his fine fruit ranch on the edge of Riverbank. Roland A. Wilkie, principal of the Escalon Grammar School, San Joaquin County, has been elected as the new district superintendent at Riverbank.

The Stanislaus County Board of Education this year has two new members in Burton W. Gripenstraw, district superintendent of the Oakdale grammar schools, and in Miss Clara E. Wassum, district superintendent of the Empire Union school. Mrs. Margaret L. Annear, county superintendent and secretary of the county board of education, C. F. Perrott, principal of the Turlock high school, and R. C. Ferguson, principal of the Orestimba Union High School, Newman, are the hold-over members of the board.

The First Annual Stanislaus County Teacher-Training Institute was held for two weeks from August 28 to September 8, 1944. This institute was inaugurated by Mrs. Margaret L. Annear, county superintendent of schools primarily because of the great number of new teachers in the county schools, many of them in their first year of teaching in California. Fred C. Beyer, Stanislaus County Director of Curriculum, was Institute Chairman.

Dr. Peter L. Spencer, Director of Studies, Professor of Education, Claremont Colleges, California, was the leading out-of-county lecturer. He gave a series of ten lectures on "The Nature of Learning." The supervisors of the county office and principals and teachers directed the classes and discussion during the two weeks' work.

The Reading and Language Arts sessions for the primary grades were headed up by general supervisors Mrs. Mollie Platt and Mrs. Miriam Pratt with the assistance of Mrs. Hazel Reed of the Oakdale Primary School. The Reading and Language Arts program of the upper grades under the chairmanship of S. W. McConnell, district superintendent of the Newman grammar schools, was addressed by Miss Georgia Davis, general supervisor of the county office. Miss Georgia Davis also took prominent part in the social study programs.

Dr. Peter L. Spencer gave numerous meetings on the study of arithmetic. Harold C. Francis, Visual Education supervisor, presented visual aids, and Mrs. Gladys K. Zumwalt, supervisor, presented units on the teaching of California geography and history. Mrs. Miriam Pratt gave demonstrations in writing (blackboard) and penmanship. The Art Laboratory was under the direction of John C. Ayres, county art supervisor.

Mrs. Maude Dickinson has been made principal this year of the Salida school, Stanislaus County. Mrs. Dickinson as a teacher of the seventh grade of the Salida School for several years has been doing exceptionally fine work and has been regarded as one of the best teachers in the Stanislaus County rural school system.

The Porterville Elementary Schools under Superintendent Emmett R. Berry are continuing their very substantial growth of the past several years. Within six weeks of the opening day Mr. Berry expects an enrollment of over 2300 pupils. This represents an increase of 483 from that of two years ago and of 181 over that of last year. Within the past two years the teaching faculty has increased from 54 teachers to 65 with the expectation that another teacher must be added soon. As in most sections of California where there is an increase in school population, most of it is in the primary grades.

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77% OF AMERICANS DON'T KNOW WHAT BILL OF RIGHTS IS

77% OF THE AMERICAN PEOPLE, according to a recent survey, do not know what the Bills of Rights is. This widespread ignorance of our fundamental freedoms is a shocking reflection on the American public school system, educators throughout the nation agree. W. M. Braden, Superintendent of Schools in Natchez, Mississippi, states: "It is rather pathetic to note that millions of our boys are fighting for a country whose history they know but little of." Leonard B. Wheat, Superintendent of Schools in Wichita, Kansas, says: "I fear the loss of democratic principles and civil liberties because of the enemies within our borders more than I do the enemies which we are fighting on foreign soil."

Educators throughout the country are planning ways of combating this ignorance of what constitutes our democracy and bringing about a sharper and more general awareness of the Bill of Rights. All fundamentally agree that "only through a program of education can the democratic way of life be accomplished and practiced." S. R. Logan, Superintendent of Schools, Winnetka, Illinois, goes further: "We realize the importance of having such principles exemplified in the organization, control and practice of all elements of the school.

Such statements as the above came in a response to a letter by President Day announcing the Edward L. Bernays Lectures on Civil Liberties to be given at Cornell University this fall and to provide a rallying point for the reaffirmatioin and protection of our civil liberties.

E. MANFRED EVANS, who since August 1, 1943, has served as Chief of the Division of Adult and Continuation Education, resigned effective July 25 in order to resume his position as Chief Supervisor of Adult Education, Los Angeles City Schools.

The 1943-44 annual report of the Bureau of Continuation based on individual reports from 44 school districts which maintained coordination service in connection with the Bureau's continuation education programs has been completed and filed. The number of school districts which maintained coordination service does not include all continuation education programs since some school districts maintaining such programs did not file requests for reimbursement for coordination service. Reports filed this year represent an increase of nine school districts as compared with the year 1942-43.

The 44 schools reporting had a total enrollment of 41,200 of which 30,407 were boys and 10,793 were girls. The enrollment for 1943-44 was approximately 10,000 in excess of that for the preceding year. Approved coordination for 1943-44 was $93,387.91 as compared with $73,206.79 for 1942-43.

DISTRICT SUPERINTENDENT J. CALVIN LAUDERBACH of the Chula Vista elementary schools, San Diego County, is again this year in the throes of an expanding system. The Army camps in the San Diego area together with enlarged amphibious landing barge factories has kept the area south of San Diego city growing. The erection of new housing units last year brought a population increase that caused the system to increase by nineteen classrooms and two administration units. Three new classrooms have just been completed and seven now are under construction. The city enrollment is now around 1300 pupils.

Library News

Edited by MABEL R. GILLIS, State Librarian

AN INSTITUTE ON LIBRARY EXTENSION — PROBLEMS AND SOLUTIONS

At the Graduate Library School of the University of Chicago an Institute is held every summer. This year it was on the subject of Library Extension which is a very important one to California. The programs were pointed particularly at ways and means of organizing and extending library service after the war. The topic was of interest and importance to state librarians and extension workers, county and regional librarians, municipal librarians.

Eleanor Hitt, Assistant State Librarian of California, was selected to give a paper on The County Library. Other talks were on The Regional Library, Rural Schools and the Public Library, The Role of the State Library Agency in Extension, and State and Federal Aid to Libraries.

Miss Hitt left for Chicago on August 17, accompanied by Thelma Reid, Field Representative, State Library, who was attending the Institute from August 21 to 26, and also the two weeks intensive course in library extension work following the Institute. Albert C. Lake, Sacramento County Librarian, also attended both the Institute and the following course.

Miss Hitt's paper will appear later in the volume on the Institute which will be published by the University of Chicago.

LIBRARY BUILDING SURVEY

In order to give accurate information to the State Commission on Reconstruction and Reemployment, the State Library has recently made a survey of library building needs in California. Questionnaires were sent to all the city and county libraries of the state. Out of the 145 answers received, 99 libraries need something, ranging from new sites and complete new buildings to additions to or changes in the present building. The libraries needing building attention are all prospects for post-war building projects. Many are already included in their community post-war plans.

Several counties are issuing more or less detailed pamphlets concerning their plans for the period following the war. A county librarian, Eleanor Wilson of Kern County, is the editor of the *Abstract of Progress Reports* issued by the Kern County Post-War Planning Council as of June 30, 1944.

LIBRARY SERVICE TO HOUSING PROJECTS

The San Diego Public Library was one of the pioneers in giving library service to Housing Projects, and it has now opened its fifth branch in a government unit. This has been made possible through the cooperation of the local housing authority and the San Diego City Manager with the city librarian, Cornelia D. Plaister, in setting up the service.

The Solano County Library has been giving service to the Chabot Terrace Housing Project. The county librarian received some of the payment made to the county in lieu of taxes for an initial collection of books. Many books were donated also, and an interested committee of six women helped the librarian prepare the books for use. The committee women also made draperies and in other ways helped to make attractive the housing unit in which the library was started.

The members of this committee, who have also sponsored card parties for various expenses of the library, are all women with family responsibilities. They have not only helped in raising money for the library but have also taken turns at the circulation desk during evening hours or lunch hours.

The Alameda County Library has organized library service for the Berkeley-Albany Project. The Alameda County Board of Supervisors appropriated $1000 for books. The room for the library, the furniture, utilities and janitor service are being supplied by the Project. The city of Albany pays the salary of the librarian.

Another fine cooperative effort in this direction is carried on by Richmond. The Richmond Public Library, the Richmond Housing Authority, and the U. S. Maritime Commission have cooperated in supplying books for shipyard workers and their families in thickly populated government housing areas.

At Waterman Gardens in San Bernardino there is a most attractive Branch Library. San Bernardino County provides the books and pays the library custodian. The project provides the quarters. In this case the library is open not only to those who live in Waterman Gardens but to the surrounding neighborhood as well. It is an example of good cooperation between a housing project and a community in which it is located.

San Bernardino City Library is also participating in a housing project library installation. A new branch of the library is being opened in the Administration Building of the El Canto Housing Project within the city limits. The housing authority is donating the use of the quarters and supplying the necessary lighting. The city is providing the funds for installing shelving and necessary equipment, and paying salaries and other maintenance costs.

Service to the Fairmont Trailer Camp under the U. S. Housing Authority in Contra Costa County has been given by the Contra Costa County Library. Not only is there a supply of books for recreational reading in the camp, but residents are served also through the El Cerrito Branch of the County Library which is near the trailer camp. A branch has also been established in the community building at El Portal Park, with the cooperation of the Recreational Department. The library is staffed by the Rolling Wood Women's Club under the supervision of the county library. This branch has been used especially by the children in the Park. The Contra Costa County Library receives a small amount of the federal payment in lieu of taxes.

Joseph Belloli is librarian of the Vallejo Housing Authority which covers a very wide area. Collections of books are placed in the various dormitories and other units when interest is shown by the residents.

Library service to housing units should grow and will certainly reach larger proportions during the next year. Unfortunately, there is no provision for library service in the Federal Housing Authority plan, and no money is provided for it in project funds. However, it is possible to allocate money for library service from the payments that are made by the federal government in lieu of taxes. This service is so worthwhile that librarians have been very successful in finding ways and means to give it. Such service to housing projects is particularly successful when there is a project services adviser who is interested and an active organization among the tenants of the project.

LONG BEACH PUBLIC LIBRARY BOOKMOBILE

Municipal libraries in growing west coast cities where the population is in a state of flux and permanent branch quarters are not available or not desirable face a real problem. With the acquisition of a bookmobile, the Long Beach Public Library feels that it is beginning effectively to meet the pressing wartime need for providing public library service to outlying districts which have grown up overnight in this war industry area.

The vehicle itself is a converted station wagon with a capacity of five hundred books. Most of these are on a double bookcase which pulls out of the back. The rest are on shelves behind the windows which roll down so that all the books can be consulted easily. As a wartime makeshift it works, but the library has provision in its budget for a real branch-on-wheels which will be purchased as soon as the WPB permits.

Since the service started on July 1st with weekly stops at six different areas (averaging between two and three hours at each location), librarians have made hundreds of new friends among the boys and girls of the city. As the wagon draws to a stop, the inevitable crowd gathers. Children from 4 to 14 look on wide-eyed or jump up and down in their eagerness to help. Boys in overalls, or maybe only swimming shorts and a coat of tan vie with completely outfitted "cowboys" to help librarians set up charge tables and get chairs placed. Golden-haired girls forget their dignity as much as their tomboy sisters when they spy a title they have been wanting. There is never a dull moment.

Stops at summer playgrounds are always accompanied by periods of story-telling, a feature of the joint library-city recreation plans to enrich the summer playground programs. Play directors have been most cooperative and community groups have contributed much to the success of the new service. In one area cub scouts distributed leaflets at every door announcing the bookmobile hours and service.

Books for adults as well as children are carried on the bookmobile, and many a parent has expressed his or her delight at having books available. To date, however, most of the books have been borrowed by children. Out of a total circulation of 1680 books in July, boys and girls took home 1328 and adults only 352. These are summer vacation figures, however, and probably with the opening of school the proportion will change radically.

In spite of lack of rentable quarters, priorities and staff, the bookmobile service has been the answer to the problem of reaching the 66,000 new residents of Long Beach. That it is a success is attested by the enthusiasm with which it has been greeted by all parts of the community.

NEWS ITEMS ABOUT LIBRARIANS

Howard Rowe, formerly librarian of the Coalinga Library District Library, has succeeded Dr. Mackenzie Brown at the Santa Barbara Public Library which serves both city and county. Mr. Rowe in turn was succeeded at Coalinga by Frederick Mulholland, who, like Mr. Rowe, is a graduate of the University of California School of Librarianship.

As head of the extension department of the Santa Barbara Public Library Muriel Mitchell has been appointed. She has been for the past several years librarian at the Watsonville Public Library. Miss Mitchell was succeeded in Watsonville by Mrs. Elizabeth Bullitt Collins of the Redwood City Public Library.

Two recent changes in county libraries are brought about by the resignation of Mrs. Lila Adams, Glenn County Librarian, and Frances Burket, Sutter County Librarian. Mrs. Adams, who has served in Glenn County for the past three years, and previously in Trinity County for twenty years, will become librarian of the Paso Robles Public Library on September 15. Miss Burket served as Sutter County Librarian for nineteen years. She will for the present enter the business world with her sister who lives in Stockton.

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Book Reviews

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THE AMERICAN ADVENTURE SERIES by Frank L. Beals. Price $1.28 each. This series presents a new type of remedial reader designed to capture the interest of the most indifferent junior high school reader. The stories comprising the series, *Kit Carson, Davy Crockett, Buffalo Bill,* and *Black Hawk,* are all easy-to-read adventure stories with a maximum of action and conversation, a minimum of description, and simple vocabulary and sentence structure. Thus the stories contain the necessary ingredients not only to sustain interest and effort but also to make it possible for the pupil to experience the thrill of achievement in knowing that he actually can read without difficulty. The material of the stories is also worthwhile in its own right, helping to develop a taste for reading good books. In each book the publishers have provided the teacher with a removable sheet of suggestions for using the book, for readiness material, and for exercises. The books themselves contain a few comprehension tests, enough to assist the teacher in determining if the pupil is "getting the story," but not so many that they would tend to kill pupil-interest. The effectiveness of the individual books is enhanced by the fact that they are planned as a series and that the pupil whose interest in reading has been aroused through one book does not lack additional material to sustain his newly discovered interest.

From Pennsylvania State College

SOCIAL AND EMOTIONAL READINESS FOR READING by Emmett A. Betts. (Reprinted from *Educational Administration and Supervision*). Price $.50. This 100-page reprint written by the director of the Pennsylvania State College Reading Clinic is packed with significant information stemming from the concept that "Social and emotional adjustment loom large among the many interrelated factors in readiness for reading." The discussion of school practices which have proved effective in preventing reading difficulties growing out of social inadequacies and emotional aberrations is most illuminating. Some of the subjects discussed are: What constitutes the emotional and social maturity which it is the primary consideration of the modern school to develop in the individual, how the child's degree of adjustment socially and emotionally affects his ability to make an adjustment to reading as well, the role of personality adjustment, feelings, emotions, and attitudes in the learning process, basic considerations regarding emotional and social adjustment, teacher goals in reading activities, prevention of social and emotional maladjustments, fallacious practices, teacher obligations. A list of reading references is given.

Two important meetings on reading problems will be sponsored during 1945 by the Reading Clinic Staff of the School of Education, Pennsylvania State College under the direction of Mr. Betts. The Annual Seminar on Reading Disabilities will be held from January 29 to February 2, 1945. Demonstrations and discussions on a differentiated program for analyzing and typing, or classifying, reading disabilities will be conducted by the Staff of the Reading Analysis Unit of the Reading Clinic. Remedial techniques will be demonstrated and discussed by the staff of the Reading Clinic Laboratory School. A number of visiting speakers and demonstrators have been included. The program has been planned to interest remedial teachers, school psychologists, speech teachers, neurologists, otologists, and vision specialists.

From June 26 to June 29, 1945, the Reading Clinic Staff will conduct the Annual Conference on Reading Instruction. This Conference deals with classroom problems. The activities are differentiated for elementary and secondary teachers, college teachers, special class teachers, speech teachers, and school psychologists.

HOW TO STUDY CALIFORNIA

A Child's Directed Study Guide for the Fourth Grade

By BERNICE BAXTER and FORREST C. MICHELL

This book is a non-consumable workbook for directed study based in general on the new state text

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President, Association of California Public School Superintendents

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October, 1944

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

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Vol. L, No. 7 San Francisco October, 1944

Jottings of a Traveling Bookman

By W. M. CULP

When the story of education in California in the twentieth century is written, the first half will be the story of tremendous growth, of innovations that later became the commonplace, and the story of pioneers whose visions became real and actual. Such men as Mark Keppel, superintendent of schools of Los Angeles County, Dan White of Solano County, Edward Hiatt and Will C. Wood as state superintendents of public instruction, Dan Morgan of Tuolumne County, James P. Davidson of Marin County, all wrote a part in California's educational future. Now we have had Clarence W. Edwards, superintendent of the Fresno County schools, resigning effective as of last July first, ending a period of forty-three years as teacher, principal, and county superintendent of schools, all in the schools of Fresno City and County. The vacancy left by his resignation, accepted with regret by the Fresno County Board of Supervisors, was filled immediately by the appointment of Walter G. Martin, assistant county superintendent of schools, to the county superintendency. Such action was recommended by a petition signed by all of the other members of the county superintendent's office, a gesture indicative of the regard the department holds for the new superintendent and a compliment to Mr. Edward's ability of selecting a harmonious and capable staff of co-workers.

Mr. Edwards entered his seventh four-year term of office in January, 1943. He was first elected in 1918. With his resignation the list of county superintendents in California of twenty-five or more years of service in the county office becomes again smaller. Robert L. Bird, superintendent of San Luis Obispo county schools, James G. Force, superintendent of Monterey county schools, C. S. Weaver, superintendent of Merced county schools, Thomas B. Price, superintendent of Mariposa county schools, are of the several men trained in the old tradition still carrying on in California.

Clarence W. Edwards, 66, was born in Visalia, California, and was brought to Fresno when only six weeks old by his parents, Attorney and Mrs. E. D. Edwards. He attended the Scandinavian and the Fresno city schools. He started his teaching career shortly after graduation with a B. A. degree from the University of California. He served first as a teacher in the old Fresno High School, then as principal of the Belmont Grammar School. Later he was principal of the Emerson and Hawthorne schools and for five years was supervising principal of the Lowell, Franklin, and Poppy schools.

Clarence W. Edwards

Walter G. Martin

From 1905 to 1915 he was a member of the county board of education, serving part of that time as president of the board. Before entering upon an educational career, Mr. Edwards worked as a reporter on the *Fresno Expositor* for some time and also was employed in his father's law office. In the University he was a debater and after graduation returned to the University for additional summer school work. He has been president of the central section of the California Teachers Association and for several years was director of the State association. Mr. and Mrs. Edwards and their daughter, Constance, live at 722 Peralta Way, Fresno, California. The daughter is now a senior at the University of California.

A native Californian, Mr. Edwards has the open friendliness of the west in his nature. In presenting his resignation, Mr. Edwards stated, "I wish an opportunity to do some of the things I have long wanted to do. I want to thank the people of Fresno County for their many acts of kindness to me. I also wish to thank the board of supervisors for their unfailing cooperation in the management of the schools." A bon vivant by nature, Mr. Edwards brings cheerfulness and good feeling to those he comes in contact with—an art that is invaluable to those in public office.

The great significance of Mr. Edwards' work in education is that he was at the helm of the Fresno county schools during a tremendous transmission period. Fresno County is one of the great agricultural counties in California. Its vineyards are counted by the thousands of acres, its raisins and wines are known from coast to coast, its oil wells are of Coalinga and Kettleman Hills, its county seat, Fresno City, is the largest city in the San Joaquin Valley. During the more than 26 years Mr. Edwards was head of the county schools, the county reached the heights of prosperity, was plunged into the depths of depression, and with a second world war again was on the heights of a wave of golden returns. During these changing years Mr. Edwards had to run his schools with the economics of

the times in mind. It was either feast or famine and it takes clever management to keep even keel under such conditions.

When Mr. Edwards entered office in 1918, the superintendent's staff consisted of three grade supervisors, two office deputies, one secretary of attendance, and a school nurse. It has more than tripled in size at the present time, due to the growth of the county and the added duties laid upon the county office by the state legislature. The fact that education has been well served in Fresno County is because Mr. Edwards had the ability to choose an effective and cooperative staff. That his educational staff has been with him for years has made for an evenness of educational advancement. In addition to Walter G. Martin, Mr. Edwards lays the progress in the county schools to the planning and assistance of such men as Ernest E. Frasher, general supervisor and supervisor of agriculture and science, Henry F. Bishop, general supervisor and curriculum director; Arthur H. Shipley, general supervisor and director of tests and measurements, Syd L. Glass, general supervisor, to Louis P. Linn, for the past ten years co-ordinator of secondary education and to such women as Miss Tillie C. Munce, primary supervisor, and Miss Ada Camp Giffen, vocal music supervisor. The temper of education in the Fresno county schools had much of its saneness and steadiness emanating from the calm judgment of the county board of education. Mr. Edwards, as secretary, felt that the county board should be a policy-making body, and as such it functioned during his term in office. Here again, long years of service of the county members made for progressive growth. With such men as Charles Edgecomb, district superintendent of the Selma schools, the late J. H. Catlin, district superintendent of the Reedley schools, C. J. Appling, principal of the Riverdale school, and Mrs. Elizabeth Ramacher, principal of the Madison school, the county board was an active force in county educational circles. Now, with Dr. Arthur Walter, district superintendent of the Sanger schools for the past twelve years, being appointed to the vacancy caused by Mr. Catlin's death, Superintendent Martin continues with a strong county board of education.

With Walter G. Martin filling out the last two and a half years of the seventh term of Clarence W. Edwards as county superintendent of schools, Fresno County can be counted on to continue to advance educationally. There are few men in California by education and experience more suited to the office that Mr. Martin now fills. At the age of 53 he is at his prime. In addition to his thorough acquaintance with the problems of his county during his six years in the county office as general supervisor, Mr. Martin brings to his new position experience gained as teacher, principal of elementary and high schools, a business know-how of what it means to meet a payroll as the organizer and head of the San Joaquin College of Commerce, Law and Aeronautics in Fresno.

A native of Pomona, Kansas, he was graduated from Ottawa University. Granted the annual award as "outstanding student of the year," he received a scholarship at Stanford University and went there for graduate work. Later he received a fellowship at the University of California and did research work in juvenile delinquency at the Preston School of Industry. His Master's thesis in this field was awarded first prize in a national Master's thesis contest. Mr. Martin holds the highest teaching certificate available in California, authorizing him to administer both elementary and high schools.

Mr. Martin's first position was in the Sanger High School. From the vice-principalship of the Sanger High School he went to the district superintendency of Denair, California, and high school cadet commandant. In San Joaquin County he organized the Manteca Union High School. In Fresno County he was also the organizer of the Central Union and the Kerman elementary schools. He, in addition, has been on the faculties of the Caruthers and Fresno Evening High Schools. In 1934, while serving as principal of the Teague School, he was an unsuccessful candidate for the county superintendent of schools, running against Mr. Edwards. In 1938 he came into the county office as a general supervisor under Mr. Edwards. Mr. Martin is prominent in fraternal circles and is president of the Fresno Chapter of War Dads. He has just lately been appointed Lieutenant Governor of Toastmaster International for the Fresno area.

Mr. and Mrs. Martin reside at 132 Weldon Ave., with their daughter, Mary Joyce, who is a student at Fresno State College. A married son, Howard, is serving in the U. S. Navy; a younger son, Merle, twin brother of Mary Joyce, is in army aviation.

Fresno County has the largest rural school population, with the exception of Los Angeles County, of all the counties of California. The April report showed 901 elementary teachers in the city and county and 723 secondary teachers. The county part alone had 635 elementary teachers and 350 secondary teachers. This year these numbers are considerably increased due to extensive growth in the population of the county. The elementary enrollment, including Fresno City, is in the neighborhood of 26,000 children, while that of the secondary schools, including adult classes, also runs over 25,000 persons.

With a well-trained educational staff, a thorough knowledge of basic educational problems of the Fresno county schools, a wide progressive outlook upon education, Mr. Martin is looked upon as having before him a long and successful career as head of the Fresno county schools.

HOW TO STUDY CALIFORNIA

A Child's Directed Study Guide for the Fourth Grade

By BERNICE BAXTER and FORREST C. MICHELL

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Western School News

Edited by MORRIS WAGNER

ANNUAL CONFERENCE OF SCHOOL SUPERINTENDENTS

The Association of California Public School Superintendents held its annual conference October 3, 4, and 5 in Los Angeles, with section meetings taking place at the Hotel Biltmore and general sessions meeting at the Theodore Roosevelt High School.

Dr. Walter F. Dexter, State Superintendent of Public Instruction, in his opening address at the first session, paid special tribute to the work of Roy E. Simpson, president of the Association, and Superintendent of Schools, South Pasadena. Before the conference was over, those attending had good reason for enthusiastic agreement with Dr. Dexter's comments, especially on one point often regarded as minor but actually of considerable psychological importance—the matter of closing general sessions on schedule. This Superintendent Simpson promised to do, and furthermore achieved. We don't know whether he coaxed, cajoled, or laid down the law, but we call attention to the joint meeting of the Association of California Public School Superintendents and California School Trustees Association at which eighteen people were on the program, speaking for eight minutes each. When the meeting began at 2:30, Superintendent Simpson stated the program would move on schedule, closing promptly at 4:30. It did!

The Theodore Roosevelt High School, in which the general sessions were held and luncheon was served, made history in good management. Francis L. Daugherty, principal, and Mrs. Rose T. Stelter, vice-principal, the faculty, and students all deserve a vote of thanks. The boys of the R.O.T.C. handled traffic efficiently and helpfully. The girls' Rifle and Drill team acted as guides and served the excellent luncheon. Students not taking part attended their classes and successfully kept out of the way—no small achievement in itself.

Dr. Dexter laid great stress on education for international understanding in his first address. The Roosevelt High School itself is an example of the success with which different races and nationalities can work together in our schools. Forty-two different nationalities are represented in the student body.

Dr. Dexter also developed the theme of education's special value in today's great crisis, stating that when nations lose their way and people loose their direction, they always turn to education, and that we must stress again the ideals of free public education. Two fundamental and far-reaching ideals are to prepare students for work in life and to develop the right attitude toward all other working peoples of the world. There is a new challenge in education, that of building a new and commanding goal for the *work life* of the whole of our people. Education must be thought of in the total *work life* of the individual rather than just the

Roy E. Simpson

techniques of the particular vocation in which he is being trained.

Discussion of the work on Proposition No. 9 was one of the chief points of the conference. In relation to this subject Dr. Dexter cited as the most phenomenal accomplishment in the history of the Initiative that of the 479,000 people who signed the petition to put No. 9 on the ballot 98% of the names and addresses on the petition were correct. Seventy-two per cent is usual. This, he pointed out, was a great tribute to the work of the California Teachers Association, to its leadership and its committees.

The program included a report by Albion H. Horrall, vice chairman of the California Curriculum Commission and City Superintendent of Schools, San Mateo City Elementary School District. Mr. Horrall explained the work of the Commission and explained some of the problems it faces due to the fact that its members all hold exacting full-time positions. He expressed the Commission's need for two full-time assistants. Superintendent Horrall outlined the sound democratic processes by which the Commission is developing its work and discussed the ten basic principles upon which the framework of the state curriculum will be based. A practical application of these ten principles was made by Stanislaus and San Mateo counties in using them as a basis for their two weeks workshop.

The California School Trustees Association, the Association of Public School Business Officials, and the Association of California Public School Superintendents met in Los Angeles at approximately the same time. All had headquarters at the Hotel Biltmore. Trustees, business managers, and school superintendents mingled in the lobby and the unique galleria of the hotel. Heard in informal discussion of vital questions were Superintendent Pansy Abbott of San Mateo county, Superintendent Vaughn Seidel of Alameda County, Business Manager Clyde Yerge of Oakland, John Brady, Executive Superintendent of San Francisco Schools, Roy Cloud, Executive Secretary, California Teachers Association, William L. Blair of the State Board of Education and the Pasadena School Board, Mrs. E. T. Hale, of both the State Board of Education and the San Diego City School Board, Superintendent Sadie Ash of Colusa County, Thomas B. Price of Mariposa County, R. E. Bosshard of the Alameda City Board of Education, Superintendent William G. Paden of Alameda City Schools, Superintendent Curtis E. Warren of San Francisco, and Bart Supple, Vice President of the San Francisco Board of Education, and from way up in Eureka County Superintendent Percy Woodcock and City Superintendent H. W. Adams.

The Association of California Public School Superintendents elected as its 1944-45 president Superintendent J. R. Overturf, Sacramento City School District. Mr. Overturf first served in the Sacramento schools in 1925 as Assistant Superintendent. He worked in the Sacramento schools for eleven years as Assistant and Chief Deputy before going to Palo Alto for five and one-half years as Superintendent. He returned to Sacramento to accept the superintendency in 1942. Mr. Overturf's native state is Nebraska, where he taught for fourteen years before attending Stanford for graduate work. His Nebraska experience consisted of rural and high school teaching, plus superintendencies in the smaller school systems. After leaving Stanford Mr. Overturf served as Superintendent of Schools in Lodi for two years before going to Sacramento.

NEW GLOBAL GEOGRAPHY TEXT

Dr. Bernice Baxter, Administrative Assistant, Oakland public schools, and Thad Stevens, Principal, Auditorium Village, and Assistant in Instruction, Oakland schools, have collaborated in writing an interesting new text titled *Introduction to Global Geography*: How to Study Globes and Maps. The book is for fifth and sixth grade students of average or better-than-average reading ability for their grade and for students of junior and senior high school who need an elementary explanation of the aspects of geography which have become increasingly important in an air age.

Dr. Bernice Baxter Thad Stevens

Concepts not always understood by teachers and children have been presented as simply as their complexity permits. Latitude, longitude, time, weather, and important land and water areas of the world with their implication for travel and communication in an interdependent world are discussed with a minimum of technical terms and in a style which should interest young readers.

An Introduction to Global Geography contains simple exercises and pictorial representations which should contribute to an understanding and intelligent interpretation of maps now in use. Unless the relationship of these maps to the global representation of the world is understood, the significance of the relationships in global geography will not be comprehended. Increased familiarity with the geographical facts of world geography is fast becoming an essential part of every person's general information. The purpose of this book is to give the student in as intriguing a way as possible a background of information which will aid in the interpretation and use of recent map projections.

Dr. Baxter has served for a number of years in the Oakland schools as teacher, counselor, elementary school principal, high school vice-principal, and Coordinator of Instruction, before becoming Administrative Assistant. She received her doctorate at Yale University. Dr. Baxter is the author of several publications: *Teacher-Pupil Relationships,* published by the Macmillan Company; *How to Study California,* written in collaboration with Forrest Michell, published by the Harr Wagner Company, and *Group Experience the Democratic Way,* written with Rosalind Cassidy, and published by Harper and Brothers.

Mr. Stevens' experience in the Oakland schools includes serving as teacher of manual arts and social studies in junior and senior high schools, as elementary school principal at the Melrose, Rockridge and Auditorium Village schools, and instructor in civil aeronautics in adult education. Mr. Stevens has recently been assigned to the Audio Visual Department to assist teachers to use audio visual aids with effectiveness and specific purpose. In this capacity he meets with classroom teachers and faculties to discuss with them the choice of pertinent visual materials and possible usage.

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"THREE IS A FAMILY" AT CURRAN THEATER

Programmed as a "yell-raising" farce comedy, *Three Is A Family* is now being presented by John Golden at the Curran Theatre every night including Sunday, with matinees Saturday and Sunday. From Broadway, this three-act laugh riot represents the most recent addition to the list of *Claudia, Skylark, Susan and God* and other memorable Golden theatrical hits.

Following the Broadway engagement, John Golden started *Three Is A Family* on a transcontinental tour with the original Broadway cast featuring Una Merkel, Robert Burton and William Wadsworth, and including Mary Ashley, Dorothea Jackson, Edwin Philips, Helen Stenborg, Alice Buchanan, Jack Woods, William Monsees, Elmer Brown, Eulabelle Moore, Emily Noble, John Morney and Virginia Vass.

Three Is A Family has been written by Phoebe and Henry Ephron, a young married couple who have capitalized their own experience as parents of a young daughter to compose this comedy on the hilarious disruptions caused by the presence of a baby in the small comfortable home of middle-aged people when the baby and its mother move in, following the father's entry into the Army.

The comedy ran to capacity audiences in New York ever since it first scored its hit-status there.

NOTES ON SAN DIEGO SCHOOLS

The retirement this past summer of Edwin B. Tilton as principal of the John Adams School, San Diego, closed the educational career of another outstanding schoolmaster in the annals of California education. Mr. Tilton is retiring after 33 years of service in the San Diego city schools. Here he ran the gamut from teacher to principal, to assistant superintendent and to principal again. An Ohioan by birth, he taught school there first in Coshocton county in 1897. In 1901 he moved to Oregon on a teaching assignment. In Oregon he attended Albany College and later received his Bachelor's and Master of Arts degrees from Stanford University. He did additional graduate work at the University of Southern California.

Coming to California, he was principal of the Ramona School, San Diego County, and worked for a time as a newspaperman in San Diego City. He entered the city school system in 1911, and since that time has held the principalships of the Emerson, Garfield, and Lincoln Elementary Schools, and Memorial Junior High School. He was assistant superintendent of schools in charge of elementary education from 1925 to 1931. He has been principal of the John Adams School for the past 11 years. While assistant superintendent of schools, he was most active in course-of-study work, and reorganized the educational policy of the San Diego city schools.

Active in community affairs, Tilton is past president of the East San Diego Kiwanis club, and for many years has served on the board of the Y. M. C. A. He is a member of Blackmer Lodge, the White Shrine, and of the Eastern Star. This past spring he completed 25 years as secretary of the board of trustees of the Calvary Presbyterian Church. Mr. Tilton was the first principal in San Diego to work with the Junior Traffic patrol. He has aided in its direction during the past eight years, in which there have not been any accidents involving children in crosswalks under patrol supervision. As a schoolman, Mr. Tilton was broad of vision, and as a friend to pupil and parent he was looked upon as one of San Diego's most outstanding educators. He left his position in the San Diego city schools with one of the widest acquaintance lists ever gained by any teacher in the system due to his many school and outside contacts. His friends wish him long years to continue to enjoy the climate that is San Diego's most prized possession.

* * *

The La Mesa-Spring Valley system is comprised of three schools, the Central (in which all of the 7th and 8th grades are taught), and two sixth grade schools, the Spring Valley and Lemon Avenue. Approximately 1800 pupils are enrolled, including kindergarten with 50 teachers and 4 administrators in charge. This year eighteen of the teachers were new to the system. La Mesa is situated east of San Diego about twelve miles on the El Cajon Highway to the Imperial Valley and the East. It was one of the many subdivisions that in the eighties sprang up all around the City of San Diego in that boom period. The whole region was practically sold out in lots and acreage then. The Spring Valley Water Company attempted to develop the region to citrus, especially lemons. But it has not been till recent years that the town and surrounding region have started to grow tremendously. Since the tremendous war activity in San Diego, La Mesa is overflowing. It is a village of beautiful small homes filled with flowers, and Mt. Helix with its avocado groves is in the background.

* * *

Promotion of David H. Barnes from the principalship of the La Mesa Central School to the district superintendency of the La Mesa-Spring Valley Union Schools was one of the most prominent changes that occurred this summer in the San Diego County schools. Mr. Barnes is a native San Diegan and received his education in the San Diego city schools and from the San Diego State College. His educational teaching is of sixteen years duration all of which have been in the La Mesa system. He succeeds John S. Reid, who held the position for some 20 years as the La Mesa region developed into one of the finer residential areas adjacent to the city of San Diego. Mr. Reid was going to retire to his fine ranch of citrus fruit, but because of the great lack of teachers is continuing in the Central School teaching mathematics until the need is lessened.

* * *

The Cajon Valley Union School District under the district superintendency of John A. Montgomery is continuing its growth because of the growing war activity in the San Diego area. The two schools in this system—one at El Cajon and the other at Bostonia—now have a combined enrollment of around 1400 pupils. The school at Bostonia numbers about 318 children, an increase of more than a hundred over last year. If the increase continues, additional classrooms will have to be built.

* * *

Dr. Charles J. Falk, Secretary to the San Diego City Board of Education and Assistant to Superintendent Will C. Crawford, has just been appointed to the San Diego County Board of Education. This is the first time in the history of San Diego County that a member of the San Diego city central administration staff has been a member of the San Diego County Board of Education.

* * *

Dr. Edward L. Hardy, San Diego State College President retired, continues to be one of the strong members of the San Diego City Board of Education.

A helpful discovery for you straight from our fighters

Teaching, like a combat job, is a long steady uphill pull. And this demands pretty smooth-going nerves. . . . Of course, the degree of strain and intensity is different. But if chewing Gum has been discovered by our boys to help relieve nervous tension, being looked upon as an on-duty necessity, you might care to see if it might not ease down some of that nervous tension for you when you go home from school . . . particularly if you have papers to mark, reading or studying to do.

Teaching is also war work

We don't claim that chewing Gum will prove useful and helpful to you, too. But we do say that here's a handy, little first hand discovery straight from the front that you might find worth your trying some day. Some day when wholesome, refreshing, popular Doublemint is again available here.

* * *

Just now, our entire limited output of Doublemint (a real-mint, best quality Gum) is serving our overseas men, helping them fight battle nerves and nerve wear-and-tear. . . . But some day soon, we hope, Doublemint will be once more in your home store and at your service.

Y-45

PLACER COUNTY SCHOOLS

Placer County—the "Continent Within a County"—is an area rich in contrasts. Larger than the state of Rhode Island, Placer County is an irregular strip of California territory, over 100 miles in length, and 8 to 30 miles wide, extending from the Sacramento Valley floor across the summit of the Sierra Nevada mountains to Lake Tahoe and the Nevada State line. Famous throughout the world for its part in the Gold Rush, Placer County now is a leader in plum and pear production, in clay products, and in lumber. Year-round recreational opportunities of its High Sierras beckon thousands of sportsmen and vacationists annually.

Elwyn H. Gregory, Placer County Superintendent of Schools, has his office in the Courthouse at Auburn. He is assisted in his work by members of his staff: Mrs. Charlotte Keeler, Deputy Superintendent of Schools; Thomas E. Evans, Supervisor of Instruction and Child Welfare; J. Burton Vasche, Director of Curriculum, Supervisor of Instruction, and Coordinator of Secondary Schools; Nell Lapp, secretary to the supervisors; Mrs. Gertha McKinney, Director of Audio-Visual Teaching Aids in the Rural Schools; and Francis McKinney, Coordinator of Audio-Visual Teaching Aids in the Secondary Schools.

An audio-visual program serves every school and every community organization in Placer County. A vast library of diversified materials, closely related to classroom instruction, enriches the work in the school, and brings to every boy and every girl finest educational advantages. Monthly teaching guides in the audio-visual field are released for teacher use.

Placer County Free Library, Mrs. Faye K. Russell, librarian, serves all rural schools, and works in close cooperation with the instructional program. Efficient library organization makes possible immediate distribution of text and supplementary materials to schools in all parts of the county.

The monthly *Superintendent's Newsletter* serves to coordinate work of all schools, all trustees, and all custodians in Placer County, with informal articles on topics of real value to individuals concerned.

The Placer County Board of Education includes: Richard A. Lee, principal, Lincoln Union High School, president; Elwyn H. Gregory, county superintendent, secretary; Miss Gladys Kirby, teacher, Colfax Elementary School; Mrs. Myrtle H. Gallinger, teaching principal, Tahoe City; and Mrs. Edith Locklin, teaching principal, Newcastle.

A. W. Ray is commencing his first year as district superintendent, Roseville city schools. Mrs. Virginia Dixon is again serving as principal, Woodbridge School, Roseville. Miss Evelyn O'Connor is principal, Atlantic Street School, and Mrs. Hannah Wortell is principal, Vernon Street School. Mr. Ray is reorganizing the instructional program in Roseville, and is making plans for building improvements.

Karl O. Bayless is principal, Lincoln Union Elementary School; Vern Dudgeon, Rocklin; Earl Gates, Loomis Union; Roy Reese, Penryn; Mrs. Edith Locklin, Newcastle; Mrs. Eva Rasmussen, Alta Vista, and Stanley Goulard, Colfax.

E. V. (Bill) Cain is in his second year as district superintendent, Auburn Union Elementary School. Mr. Cain served faithfully this year as a member of the State Committee for Amendment Number 9. Many excellent developments have occurred at Auburn Union recently in the instructional program, with emphasis upon Library and Reading. Post-war plans have already been made for building additions, to accommodate the growing enrollment at Auburn Union.

School people of Placer County sponsored a recent drive for establishment of a functioning county health unit, and the Board of Supervisors at the annual budget hearing voted funds for this purpose.

Figures released in September by the War Finance Committee in San Francisco, credited Placer County's 6,477 students last year with the purchase of War Bonds and Stamps totalling $367,097. This is a per capita figure of $56.68, a figure exceeded only by the City and County of San Francisco, for counties with over 5,000 enrolled students.

Richard A. Lee is again serving as principal, Lincoln Union High School. Particularly outstanding at Lincoln High has been the vast correspondence which has been developed between the school and its alumni now serving in the Armed Forces. Mrs. Anna Reed, school secretary, has been in charge of this praiseworthy project.

Roseville Joint Union High School, J. W. Hanson, district superintendent, has made plans for construction of additional facilities at the close of the war. Voters of the district in June approved by an overwhelming majority a special thirty-five cent tax levy, for the next three years, to cover construction costs. Many Roseville faculty members are alleviating the acute railroad labor shortage, by serving late afternoon and week-end hours in this essential field of industry.

Placer Union High School and Placer Junior College, Harold E. Chastain, district superintendent, have broadened their programs to meet wartime demands. Regular classes at Auburn have been supplemented by the attendance of over 100 convalescing war veterans from Camp Flint and DeWitt General Hospital. In addition, a complete educational program has been established at the DeWitt General Hospital, under direction of J. Burton Vasche, Dean of Special Instruction, Placer Junior College.

Placer Union High School maintains a regular branch school at the Weimar Joint Sanatorium, a 14-county tuberculosis unit, near Colfax. During the past summer, the Second Annual Tahoe Branch Summer Session, at Tahoe City, enrolled 150 high school students from California and Nevada for a 14-week semester, enabling these youths to complete high school requirements before entering the Armed Forces or war industries.

PLACER COUNTY WORKSHOP—CLINIC AND INSTITUTE

Two hundred and fifty teachers and friends of the schools participated in the Placer County Workshop-Clinic and Institute, on the campus of the Placer Junior College in Auburn September 11-15.

Sponsored jointly by Elwyn H. Gregory, county superintendent of schools, and Placer Junior College, Harold E. Chastain, district superintendent, the Workshop offered five full days of laboratory sessions for elementary teachers, and two full days on secondary school guidance problems, for high school and college personnel. J. Burton Vasche, Director of Curriculum, Placer County Schools, and Dean of Special Instruction, Placer Junior College, was general director of the entire Workshop program.

Several distinct features characterized this practical, inclusive in-service undertaking. The Workshop provided daily sections for elementary teachers, based

upon actual classroom instructional policies and procedures. Teachers were encouraged to bring in their own teaching questions and problems for consideration by the many guest specialists. Traditional institute speeches were omitted from the schedule, and in their places were offered many exhibits, and demonstrations, and discussions, all based upon the main interest of the Workshop, *basic teaching methods.*

Regular Placer Junior College busses transported teachers to the Workshop from Roseville, Lincoln, and Colfax, while school cafeteria facilities served noon luncheons, and provided refreshments for the daily mid-afternoon informal social hours. Full institute credit for the year was granted for attendance at the Workshop. In addition, an official Placer Junior College Certificate of Participation was awarded those who requested this permanent professional record.

The Conference on Guidance in Secondary Schools was aimed particularly at meeting the needs of high school and junior college personnel engaged in guidance and counseling activities in Lincoln Union High School, in Roseville Joint Union High School, in Placer Union High School, and in Placer Junior College. Special consideration was made of problems encountered in Placer Junior College special programs at DeWitt General Hospital and at Weimar Joint Sanatorium. Dr. H. B. McDaniel, special supervisor, Occupational Information and Guidance, California State Department of Education, provided expert leadership to this vital guidance conference.

Harold E. Chastain, district superintendent, Placer Junior College, described the philosophy basic to the week's activities, in this published statement: "During these unsettled war years, it is necessary to gear our educational programs to world events and conditions. Approaching victory, and developments which are certain to follow, necessitate definite planning on the part of public and social leaders everywhere. Our schools and their personnel need to be kept up to date, and it is for this purpose that the Placer Junior College cooperates with the Office of the County Superintendent of Schools in sponsoring the Workshop-Clinic and Institute. The College is happy to contribute to this well-planned in-service training program."

ROBERT C. TITUS HEADS CORONADO SCHOOLS

Robert C. Titus took office last July first as the district superintendent of the Coronado Unified School District, Coronado. This is one of the most coveted positions in California because of its location in one of the most idyllic living spots in California. On one side is the Pacific Ocean, on the other the waters of San Diego Bay. North Island, given over to the military, is alive with airplanes, and the spume of the flying boats is constantly in sight. Warships of all descriptions are on the move, and Coronado is between the North Island Base and the huge Amphibious Landing training camp farther down the bay opposite the narrow strip of land which makes the site of Coronado a peninsula. Dominating the terrain in addition to all war activity is the famed Hotel del Coronado, a huge wooden structure, built in the eighties, and with its red gables, luxurious rooms, majestic ballroom, suites and red carpets, an extravaganza out of the past. The city itself is a place of fine homes, beautiful gardens, retired admirals and navy personnel—before the war more quiet and self-contained, but now somewhat topsy-turvy because of the times. Around 18,000 persons are numbered among the civilian inhabitants.

Most cities have as their center the business district, but of Coronado it is said the schools are the center of the city. And that is an actual fact because the physical center of the city is given over to things educational. Here on some five adjacent blocks are the public library in a city park, a modern high school plant, the Coronado elementary school, and the playgrounds. Across the bay in San Diego city proper, a six minute ferry ride, are the stores and shops patronized by most of Coronado, a circumstance that has kept the city still essentially a suburban area.

The Coronado system is of the 8-4 organization. The senior high school has around 370 students, and the two elementary schools, the Coronado elementary and the Glorieta, enroll about 1400 pupils with the number constantly increasing. All of the 7th and 8th year pupils are grouped in the Coronado elementary building, a building first erected in 1913 but modern now according to the best accepted school plans. In fact the Coronado building was a pioneer in having one side of its classrooms in glass doors so adjustable that the classroom could be made an open-air room.

Previous to last year the Coronado system was run with the high school and elementary schools under separate heads. The high school was under the late district superintendent, J. Leslie Cutler, and the elementary schools were administered by Fred A. Boyer, district superintendent. When the State Legislature passed the union school district organization act, the two systems continued as before till the end of the two district superintendents' contracts before unifying the organization. Last year, with the retirement of Fred A. Boyer to his ranch at Escondido, the system was placed under one board control. Superintendent Titus continues with the plan of a centralized school superintendency. Mr. Boyer retired after more than 30 years of continuous teaching experience, serving for the last 20 years as district superintendent of the Coronado elementary schools, where his school was looked upon as one of the most up-to-date in Southern California. Mr. Boyer's teaching plans were far ahead of the times, but fundamentals were never by-passed.

Superintendent Titus comes to Coronado more than well-qualified to run a school superintendency on modern and professional lines. A Kansan by birth, he was brought to this state very young so that in every intent he is a pure Californian by education and outlook. He is a graduate of Stanford University with the degrees of B. A. and M. A. He has been doing graduate work at the University of California, Berkeley, and is well on his way toward a Doctor's Degree under Dr. Frank Hart. Alameda, California, has been the place of his educational work under Superintendent William G. Paden, who considers Mr. Titus as one of the coming school superintendents in California. In the Alameda system he was ten years principal of the Haight Street school, five years director of research, and last year assistant superintendent of schools. His new position is almost identical in locale as his old, for Alameda is on a peninsula, is a suburban community, is on San Francisco Bay jutted between the Alameda Air Base and the Oakland City Airport, and is a city given to things educational. Associated with Superintendent Titus at Coronado, Donald I. Drummond continues as principal of the Coronado elementary school and David R. Michaels, as principal of the Coronado High School.

Library News

Edited by MABEL R. GILLIS, State Librarian

"UNITED THROUGH BOOKS"

Next month, during the week of November 12-18, publishers, parents, teachers, librarians, and young people will again celebrate "Children's Book Week." This year's theme, "United Through Books" is particularly timely with its international implications for winning the war and winning the peace to come. A special Book-Week poster has been designed by Nedda Walker to carry out the theme portraying boys and girls of all nations "united through books."

The Library Journal for August, 1944, quotes Ellen Lewis Buell, book reviewer for the *New York Times* who writes: "If the youth of the world can be 'united through books' we shall have taken a big step forward in establishing the durable peace which we desire, because books open wide the gates of understanding among nations, races, and classes."

When the publishers' committee selected this slogan, it was planned to develop a co-ordinated recognition of the importance of children's reading in as many different countries as could be reached.

American libraries in the neighboring republics of Mexico, Central, and South America as well as Canadian groups interested in children's reading have been invited to participate in an international Children's Book Week. It is hoped that our outpost libraries in Australia, India, and South Africa will be able to join also in a simultaneous observation of the "United Through Books" emphasis in children's reading.

An extensive program by which books will be sent to the children of war-devastated Europe as their countries are liberated is to be launched simultaneously with Children's Book Week this year. The program is sponsored by the Book Committee of the Women's Council for Post-War Europe and will feature an exhibit of a "Treasure Chest of Books" based on a suggested list which the Committee feels should be made available in their own language for the children of Europe. It is hoped that this "Treasure Chest" collection will form the nucleus of a world library for children everywhere. This program is only part of a many-sided plan for restoring books to war-torn countries. On May 10, the eleventh anniversary of the burning of the books in Germany in 1933, the Book Committee announced: "Circulating libraries must be prepared, old books must be reprinted, important foreign books must be translated, new books must be written to help children to understand the new world in which they have to live in peace with other nations."

It is planned that this year the National Book Council of the British Isles will concentrate attention on children's reading at the same time as our own Children's Book Week.

"Books across the sea" is an organization for better understanding between England and America through books, with reading room centers in both London and New York. Through this organization it has been arranged to hold an American Children's Book Exhibit at the American Library of Books Across the Sea in London in collaboration with the British Library Association during the second week in November.

California School Librarians will remember Beatrice Warde with her exhibit of British books displayed here last year and her charming account of personal experiences in London and New York in the two-way exchange of "ambassador books," as well as her suggestions for California Daily Life Scrapbooks about our own part of the country as supplements to the printed books on American life.

In the California School Library Association Bulletin for January 1944 Mrs. Warde writes, "After the war all sorts of sinister characters will be flinging those words 'American' and 'un-American' at us and trying to use the Star-Spangled Banner as a screen to cover up their attempts to wreck international cooperation. Unless our young people get a chance to think out for themselves what really makes Americans American, they may be stampeded by cheap slogans. It's good for young Californians to tell young Vermonters what makes the West different from the East, but it is just as important for them to remind each other what unites the United States. When they have figured that out, they are able to write and paint and clip and snapshot as young Americans, and then they can start figuring out what united the United Nations. As an approach to both these highly topical and important questions, there is nothing more immediate than the challenge to make a book about the real America we know through our daily lives —a book that would tell our friends in England what we really are like."

Perhaps even more significant than the international aspects of the theme "United Through Books" are the possibilities for new emphasis on the unification of diverse elements in our national life. In addition to our concern with the promotion of mutual respect and understanding between nations as a basis for international harmony, we have good reason to concentrate upon the advancement and diffusion of knowledge essential to a proper understanding and tolerance between antagonistic factors and factions right at home in our local communities.

The announcement of a statewide survey on International and Intercultural Education correlates neatly with the international and intercultural implications of this year's Book Week theme. The survey will be a cooperative undertaking between the International Center of San Francisco and the Educational Advisory Committee, composed of representatives from the universities, State Department of Education, state colleges, and public school educators of the state. The survey will be partially financed by a grant of $3500 from the Rosenberg Foundation.

Dr. Henry Cooke, Professor of History, Claremont Colleges, will conduct the survey. Written inquiries, visits, and regional conferences will be directed toward an appraisal of results achieved through programs now in operation, collecting illustrations of activities from which a report may be made on specific procedures and methods useful to teachers.

Concern with international and intercultural understanding is more than an appreciation for the struggles and accomplishments of groups which are geographically remote from our shores. The quality of intercultural understanding is equally important as revealed in the attitude toward diverse national, racial, and religious groups represented within our schools and our communities.

The 1944 observance of Children's Book Week will also commemorate the 200th anniversary of the publication of the first book specially planned for children. The appearance of "A Little Pretty Pocket-Book" in 1744 inaugurated the "Juvenile Library" issued by Mr. John Newbery of St. Paul's Churchyard in London. The Newbery Medal now

awarded each year for the best children's book is named after this same John Newbery who was the first to provide books which were actually designed for boys and girls. No copies of the original English edition exist, but a tiny facsimile edition has been published this year in commemoration of the anniversary and is a reproduction of the first American edition issued by Isaiah Thomas.

Frederick G. Melcher, who is responsible for the publication of the anniversary edition of "A Pretty Little Pocket-Book," writes about children's books: "The greatest gift that we can give to the children is a confidence that, in spite of all, this world *can* be made a better place to live in. Books, the best of them, suggest elements that will go into the rebuilding; books that tell of our past; of our present; of the beauties of the world and its ways of life; especially books that tell how nation can live with nation, and neighbor with neighbor, 'United Through Books.'"

NEW LIBRARY ASSOCIATION OFFICERS

The State President of the School Library Association of California for 1944-45 is Marjorie T. Fullwood, Librarian, Franklin Junior High School, Long Beach. Other state officers include Vice President, Elizabeth Patton, Librarian, Berkeley High School; Secretary, Louise Butler, Librarian, Hamilton Junior High School, Long Beach; Treasurer, Elinor M. Alexander, University of California Library. The President of the Northern Section is Bess Lanfear, Bureau of Texts and Libraries, San Francisco Public Schools, and President of the Southern Section, Mildred Berrier, Librarian, Jefferson High Schools, Los Angeles.

Officers for the California Library Association's Section for Work with Boys and Girls will be announced after the annual state association meeting in Los Angeles October 19-21. Helen Fuller, Supervisor of Work with Boys and Girls, Long Beach Public Library is the present Chairman.

The Association of Children's Librarians of Northern California held their first fall meeting on September 28th at the San Francisco Public Library. The work of evaluating new books for boys and girls in preparation for Children's Book Week and constructive discussions on children's reading throughout the year are under the direction of the following officers: Chairman, Mrs. Lutie White Higley, Dimond Branch, Oakland Public Library; Co-Chairman, Mrs. Hermine Van Gelder, Librarian, Frederic Burke Library, San Francisco State College; Secretary-Treasurer, Miss Eileen Herlihy, Noe Valley Branch, San Francisco Public Library; Book Review Chairman, Mrs. Yvette Schmitt, Oakland Public Library (Rockridge Branch).

POST-WAR INFORMATION BULLETIN

Post-War Information Exchange, Inc., 8 West 40th Street, New York 18, N. Y., will soon publish *Post-War Information Bulletin*. This Bulletin will report on outstanding publications, films, recordings and broadcasts, selected for their value in program planning. It will also carry reports on techniques used successfully in American communities to stimulate interest in post-war subjects, provocative national and international problems with ideas for their study and discussion, and information about what the national organizations are scheduling for the public.

Some of the members of the Post-War Information Exchange are the Columbia Broadcasting System, Commission to Study the Organization of Peace, National Jewish Welfare Board, 20th Century Fund, American Labor Education Service, American Federation of Labor, the Congress of Industrial Organizations, American Association of University Women, Foreign Policy Association, Association of the Junior Leagues of America, Y. W. C. A., Y. M. C. A., Town Hall, American Library Association, National League of Women Voters.

CHICAGO LIBRARY INSTITUTE

The University of Chicago Graduate Library School held an Institute on Library Extension in Chicago August 21-26. The Institute was followed by two weeks of study on the various problems of larger library units.

Eleanor Hitt, Assistant State Librarian, was one of the speakers at the Institute. Discussing areas of library service, Miss Hitt's topic was "The County Library."

Other Californians attending the Institute were Thelma Reid, Field Representative, California State Library, Albert C. Lake, Sacramento County Librarian, Frances Alexander of San Bernardino County Library, and Ora Neely and Eleanor Smart of the Los Angeles Public Library.

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November, 1944

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California Teachers Association has pioneered the way for many progressive educational movements.

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The dues of California Teachers Association are $3 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

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Chief Deputy Superintendent of Schools
San Francisco 2

State Executive Secretary
ROY W. CLOUD
660 Market Street
San Francisco 4

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EDITORS

Morris Wagner W. M. Culp Mabel R. Gillis
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Jottings of a Traveling Bookman

By W. M. CULP

HUMBOLDT, LAKE, AND MENDOCINO COUNTY INSTITUTES

Humboldt County and Eureka City teachers met for Institute this past month in Eureka with County Superintendent P. F. Woodcock and City Superintendent H. W. Adams in charge. The sessions were held on the grounds of the junior and senior high school and in the junior high school buildings. Flowers were still in bloom on the grounds—roses and chrysanthemums in mass—but outside was coolness and fogginess unusual even for Eurekans to bear.

Speakers at this institute were many: Dr. Walter F. Dexter, State Superintendent of Public Instruction, with evenness of temperament forecasting continued progress in sound fundamental education policies; Frank Lindsay, Chief, Division of Secondary Education, speaking on "Responsibility of Secondary Education Today and Tomorrow" and "The Saner Curriculum of Tomorrow"; Elwyn H. Gregory, superintendent of Placer County schools, conversing on "The New Teachers' Retirement Law" and "Legislation and Liability"; Miss Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, in several addresses upholding the integrity of the individual pupil and propounding specific processes for achieving fundamental education aims. Yolo County was represented by Ben King, Director of Visual Education, speaking on "Visual Aids." Miss Eva D. Edwards, Reading Specialist of the John C. Winston Company, and author of *Ling Ling, Child of China*, was featured in sessions on "Reading Techniques" and a lecture on "Cruising the Caribbean." The subject of English was presented to a secondary group by Everett O'Rourke, Coordinator of Curriculum, Yolo County. Dr. Homer Balabauis, vice-president, Humboldt State College, addressed a forum on "Economic Problems." Manuscript writing was brought to the foreground with demonstrations by Mrs. Eleanor Kellenberger of the College Elementary School.

The Eureka Inn was crowded with school people and a session of Shriners on initiation bent. The huge fireplace, large enough for one to stand erect in, aglow with fire and a contrast to the bleak outdoors, made a picture now seldom seen in these United States. Bookmen in rapport were Clyde S. Jones of the World Book Company, sage expert of things political; Jerry Van Nostrand, of Schwabacher-Frey; E. B. Wickersham, of Scott, Foresman and Company; Carroll W. Rice, representative of films and things innumerable; Warren W. Kirk, of A. J. Nystrom and Company; Glenn C. Crowley, of Laidlaw Bros.; Lester L. Walker, of Macmillan; and Miles B. Cutler, of Houghton-Mifflin, with exhibits and books and maps and devices and conversation interminable.

Persons of prominence were Mrs. Nena Pinkerton, elementary supervisor of the Eureka city schools; Miss Mildred Bennett, supervisor of elementary education, Humboldt State College, Arcata; C. S. Morris, the new principal of the Eureka Junior High School; Humboldt County's new rural supervisors—Mrs. Alma P. Thompson, long prominent in Humboldt County teacher association circles and a teacher for twenty-one years in Ferndale, and Odin Hansen, a graduate of Humboldt State Teachers College, former teacher in the county and experienced as a principal in Sacramento County, and coming to the new position from the principalship of the Fort Bragg Junior High School. Prominent California Teacher Association members were Frank M. Williams, president of the Northern-Coast Section, Miss Mary Bell, assistant secretary, C. T. A., giving an address, and Robert R. Gros, lecturer and publisher, holding an assemblage's interest on "Great Personalities on the World Scene."

Lake and Mendocino counties held a Joint Institute with John W. Taylor, superintendent of Mendocino County Schools, and W. Rolland Hanson, superintendent of Lake County schools, programing sessions of interest. Here again Dr. Walter F. Dexter spoke eloquently on the schools as the continuing unifying force in America. Miss Helen Heffernan, too, spoke on the significance of elementary education. Dr. Ralph Fields, assistant superintendent, San Jose city schools, evaluated "The Challenge to Secondary Education in the Post-war World." Proposition No. 9, the constitutional amendment to raise state support of the schools, was presented by Walter Bachrodt, superintendent of schools, San Jose, in a forceful, inspiring speech. Superintendent Bachrodt is one of the present great leaders in California education, an apologist to no one when the interests of the children of the state are at stake. Other highlights were "How Goes the Pacific War" by Dr. Kenneth Potter, Fresno State College, vocal solos by Carl Delgado, principal of the Reservation Grammar School, Covelo, "Reorganizing the Secondary School for Post-War America," by Dr. Paul Leonard, Stanford University, and "Special Problems in Agricultural Education," by C. W. Everett, Bureau of Agricultural Education, State Department of Education, Sacramento. Hotel lobby sessionists of prominence were such persons as Roy Cloud, Executive Secretary, California Teachers Association, now almost dean of the schoolmen of the state; W. A. Chesall, for twenty-five years a teacher in the Ukiah High School; Dr. Roy Good, superintendent of the Willits schools, and Charles M. Fulkerson, principal of the Ukiah high schools, whose labors of education in Mendocino County run back over a period of more than thirty years. C. Burnam Heryford, general supervisor

of Mendocino County, who knows the ins and outs of rural teaching from actual experience, Frank F. Zeck, district superintendent of Ukiah elementary schools, a pioneer of education in the county, Frederick R. Leonard, general supervisor and director of curriculum, Mendocino County, and E. B. Christensen, principal of the Round Valley Union High School, a former prominent teacher from the Ukiah high school.

EASTERN NOTES

The Chicago Board of Education houses its many departments in a rented portion of a huge 20-story office building facing the Chicago River. Dr. William H. Johnson, superintendent of schools of Chicago and author of many texts, is in charge. Dr. John Rogers is now assistant superintendent in charge of elementary education, and Guy M. Jones is assistant in charge of library and textbook assignments. At Oak Park, William J. Hamilton, superintendent of schools, is having a survey for reorganization of his system by members of the University of Chicago faculty. Mrs. Devonia M. Price is director of research and Mrs. Mary E. Storm is the schools' librarian in this fine suburban town of the Chicago area. C. H. Pygman, superintendent of the Maywood and Melrose schools, has been successful in having the teachers' salaries more nearly balanced with the cost of living.

In Detroit, Dr. Warren E. Bow, superintendent of schools, is keeping education moving in one of the heaviest industrialized areas in the United States. The Departmental Building, nerve center of the scholastic administration of the city's schools, is across the way from the aged yellowed mass of the walls of Detroit University. Dr. Manley C. Erwin, supervising director of instruction, has about him a force of eminent educators: in the language education department, Marquis E. Shattuck, director, Miss Helen Henlon, assistant director in charge of upper grades, and Dr. Gertrude Whipple, in charge of the reading program; in social studies, C. C. Barnes, director, and Dr. Stanley Diamond, his assistant; in the exact sciences, C. E. Thiele, a former Californian, in charge.

Toledo, though smaller than Detroit, seems more lively than Detroit. E. L. Bowsher, superintendent of schools, is a specialist in industrial education. Dr. D. H. Patten, assistant superintendent of schools, is one of the most successful authors in the country.

At Pittsburgh, Dr. Henry H. Hill, now in his first years of superintendency, is gradually reorganizing the system. Dr. C. A. Manwiller, director of curriculum and research, is on a tour of the best of the country's schools to gain new ideas for the Pittsburgh system.

The election this past April of Marion Jordan to the superintendency of the Cicero, Illinois, schools, was a promotion most merited by one of the strongest leaders in the social studies field in the Chicago area. Mr. Jordan's election was recognition of the excellence of 24 years of educational work in the Cicero schools, 6 of these years as principal of two schools, and 18 years as supervisor of the grammar grades and assistant to the superintendent. Mr. Jordan succeeded

Marion Jordan

Dr. G. A. Schwebel, who retired last April on his 60th birthday after 27 years in the system, of which the past 18 were as superintendent of schools. Dr. Schwebel has moved to Florida where he is now in the real estate business.

Cicero is an industrialized area within the orbit of metropolitan Chicago. It has had in the past a somewhat florid reputation, but the great mass of its inhabitants and children are as fine and substantial American citizens as any in the country. Mr. Jordan, in his work of supervision, has stressed the development of correct attitudes. He has made subject matter the tools for better living, rather than an end in itself. He has used language work to aid in the solving of group differences rather than as an exercise for grades. He has even worked toward the eradication of subject matter emphasis. In the social studies he has tried to arrange a sequence interesting to children, with emphasis upon understanding the nature of human beings as well as their actions in history. He has stressed the goals and purposes of modern education by trying to direct their thinking toward the problems of the future.

Cicero is a town of 66,000 persons. District 99 of Illinois (the city of Cicero) has a (1-8) system. There are 13 separate administration school units in the city. Teachers number 210 with a supervisory staff of 10. Pupils average around 5,000, and the school budget is in the neighborhood of $1,200,000.

Mr. Jordan is a graduate of Southern Illinois State Normal University. He has a B. S. in Administration from Northwestern University and an M. A. from the University of Chicago. He has done additional work at Chicago toward a doctorate degree. Mr. Jordan has taken a most prominent part in Illinois state and national groups of supervisors interested in supervision and curriculum development. He has been president of the Illinois Association of Supervisors and Directors of Instruction and is now a member of the Board of Directors of that Association. He is a member of the Board of Directors of the National Department of Supervision and Curriculum Development and was President of the Chicago Education Club 1943-44. Mr. Jordan is a member of Phi Delta Kappa and has taught extension courses at De Paul University and the Morton Junior College. He carries on in his new position knowing his community, and, being wonderfully well-versed in the problems of modern education, he will be able to make them function in Cicero.

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Western School News

Edited by MORRIS WAGNER

STATE BOARD MEETING IN SAN LUIS OBISPO

The State Board of Education held its October quarterly meeting at California Polytechnic College in San Luis Obispo. In addition to the Board meeting the members took time to visit the many campus buildings and the agricultural and navy projects carried on by the institution. Excellent beef cattle are raised through the projects in animal husbandry. Students are taught to know the values of feed formulas, to estimate the proper number of cattle per acre of grazing ground according to the quality of the pasture, and they have impressed upon them the truth of the ancient adage, "The eye of the master fatteneth the cattle." It was in this phase of the institution's instruction that the Board of Education took enthusiastic part in the "experience curriculum" when one of the fattened calves was served at an evening barbecue provided by President Julian A. McPhee.

Of immediate concern to the schools was the adoption at the Board meeting of a new civics text for use in seventh and eighth grades. The book adopted was the one which received the unanimous recommendation of the California State Curriculum Commission at the meeting held last July, *You and Your Government* by Lieutenant Homer Ferris Aker and Vanza Nielsen Aker published by the Harr Wagner Publishing Company.

At this meeting two new appointments and two reappointments were made to the State Curriculum Commission. Dr. C. C. Trillingham, county superintendent of schools, Los Angeles County, was appointed to represent county superintendents, filling the place left vacant by the resignation of W. K. Cobb, formerly county superintendent of schools, Ventura County, and now principal and district superintendent of the Tulare High School District. Ray B. Dean, principal of the David Lubin School in Sacramento, was appointed to represent elementary principals, succeeding Everett Calvert, formerly principal of the George Washington Elementary School, Pasadena, who resigned when he entered the Navy.

H. M. Horrall, superintendent of the San Mateo city schools, and Dr. Peter Spencer of Claremont Colleges were both reappointed.

A. W. RAY STUDIES ILLUMINATION CONTROL

A. W. Ray, in his first year as superintendent of Roseville city schools, is developing a study on the relation between controlled illumination and rates of academic progress as the subject of a thesis which he is preparing toward a doctorate at Stanford under Dr. John Almack. The study, instead of being concerned with measurement of levels of illumination in terms of foot-candles, aims at control of the general brightness of an environment such as the photographer works with. This might be referred to as the seeing environment. It has to do with both natural and artificial light, with the direction of light, and with the brightness surrounding the areas of study. It is a genuine study in applied science, purposing to make available finding from the sciences of physics, physiology, and psychology to facilitate creation of environments ideal for study.

Mr. Ray became interested in the control of illumination during his superintendency of Sausalito schools where he observed and experimented with various types of classroom, office, and library illumination. He sought to educate parents also to the idea that the unscientifically applied light by which the child studies in the home produces a sense of fatigue and discouragement.

Mr. Ray's first teaching was in Lassen County in a one-room school. He then went to Montana for two years as principal of a small school. From this position he returned to California as principal of the Sutter Creek School. He went next to Santa Clara as supervising principal. Following this position he was district superintendent of Tulare and then went to Marin County, first to Mill Valley for seven years, then to Sausalito for ten years.

A native Californian, born in Mt. View, Mr. Ray attended San Jose high and normal schools, received his B. A. degree from San Francisco State College, and his M. A. from Stanford in 1937.

NEWS NOTES

A Teachers' Manual to accompany the State eighth grade reader, *Your World in Prose and Verse,* is published by Laidlaw Brothers and may be ordered directly from Laidlaw Brothers, 116 New Montgomery Street, San Francisco.

* * *

Stanislaus County educators having long been interested in the wholesome development of environment and prevention of juvenile delinquency rather than punishing the juvenile offender, are glad to welcome to their ranks John A. Seamans, new probation officer for the county, who has been selected and nominated by the seven-man probation committee headed by Frank C. Damrell and approved by the juvenile court judges. Mr. Seamans has an excellent background of training and experience for his new position. He is a graduate of Modesto Junior College and Stanford University and has spent considerable time in welfare work in Alameda County. He has worked with the Crime Prevention Bureau, Berkeley Police Department, and was supervisor and counselor at the California Institute for Men at Chino. Prior to his new position he was Assistant Director of Coordinating Councils of San Diego County. He has done a great deal of work with Boy Scouts, having attained the rank of Eagle Scout himself, and having been Scout Master and District Commissioner.

* * *

Sacramento Schools, under Superintendent J. R. Overturf, planned an educational program for election day, November 7, which was so outstanding as to command the editorial attention of both the *San Francisco News* and the *Sacramento Bee.* Pupils in the public schools were first instructed in the mechanical procedure of casting ballots and were then given the opportunity to observe adult citizens casting their votes for the presidential candidates in voting booths which had been set up in the lobbies of school buildings. The *Sacramento Bee* commented editorially: "It is hoped this will stimulate vote consciousness on the part of young Americans. . . . The instruction should be expanded and made compulsory for all students. Responsibility of citizenship should be the fourth R, and in many respects it is no less important than the traditional three R's."

California Polytechnic Will Meet Post-War Educational Demands

By Robert E. Kennedy
California Polytechnic College
San Luis Obispo, California

When Johnny comes marching home from World War II, he will expect any number of things to be ready and waiting for him. He may want his old job back, and if he does, we hope that it will be there for him. He may want to take advantage of the provision of the "G. I. Bill" which will allow him to borrow money to establish himself on a farm, or he may want to take advantage of the educational opportunity offered by that bill. If the latter is his desire, he will find at least one state college in California already providing just the type of technical and vocational training in agriculture and industry that many returning servicemen will want. That college is California State Polytechnic at San Luis Obispo which now has ex-servicemen enrolled and other applications arriving from time to time.

No "reconversion" will be necessary at this state technical college to provide returning servicemen or civilian students with anything from four-year, bachelor-of-science degree courses down to short, vocational-skill courses taking only a few weeks or months, according to Julian A. McPhee, president of the college, and newly appointed head of all vocational education for California.

The ability of the state technical college to meet the educational demands of returning veterans as well as regular civilian students, is, according to McPhee, based on several factors.

In the first place, the school has had since 1901 an understandable program of vocational and technical offerings not restricted by tradition or directive to a particular kind, or level, of instruction. The objective of the school has remained unchanged since it was stated in the legislative act which created the school 43 years ago: "That the purpose of the school is to furnish instruction to young men and women in the manual arts and sciences, to train them for useful employment in the non-professional walks of life."

The school was the forerunner of agricultural education along industrial lines which gradually spread to district high schools and ultimately became a part of the basic federal and state programs of vocational education beginning in 1917. The first National Youth Administration resident project also was begun at California Polytechnic in October, 1940. During four decades of service to the State of California, the level of instruction has been raised and the number of occupations for which training has been provided have expanded, but the basic philosophy of the institution has not been modified in the slightest degree.

Secondly, the function of instruction is to impart to the students those skills and sciences necessary to perform successfully the vocational and technical practices for which they will be employed. With the strictly occupational training are included those subjects which help the student understand the world in which he lives, which assist him to express himself, to live harmoniously with other people, and to assume responsibility and community leadership.

This function is carried out by a thorough integration of the "doing" practices with the underlying theory. The classroom instruction, the formal laboratory exercises, and the actual project experiences on a commercial scale are each used in their proper proportion. The project system consists of self-owned or managerial projects operated by students in such a way as to give every student a maximum opportunity to use his acquired skills and technical knowledge in the commercial production and marketing of agricultural products or in the construction, rebuilding, repair or maintenance of industrial machinery and equipment on an equally commercial scale. This combination of the very practical "learn-by-doing" and "earn-while-you-learn" philosophies not only enables a student to earn money while doing work directly related to his major academic interest but also creates an added incentive for the more rapid acquisition of further skills and knowledge to the end that the projects will be more profitable.

To carry out further this objective of training for the maximum employability and earning power of every student, California Polytechnic college has established a unique educational plan which is sometimes described as the "upside-down educational plan." This plan is characterized by the grouping of as many technical and job-getting courses in the first two years as possible. In the third and fourth year the student takes, in addition to courses in his major, those subjects considered as "background." The net result of this system is that a student who completes the four-year curricula leading to a bachelor of science degree will have covered substantially the same course content as would be covered in a similar major in a typical agricultural-mechanics arts type college—but in an inverted order.

Under this system, at whatever point a student leaves school, as some are always forced to do because of finances, need at home, or immediate job opportunity, he has a maximum knowledge of skills which will enable him to earn a living. This educational pattern definitely improves the immediate earning capacity of those students who, for various reasons, complete their formal education after one or two years of college. Naturally, if the student is able to complete the four-year course, his opportunities for success in the more highly remunerative positions will be greatly increased. In addition to the advantage this plan offers to the students who are forced to drop out of college before completing the period of training originally contemplated, it has been found that even the degree students have more interest in the study of social and natural sciences, and even cultural arts, when they first have acquired a thorough foundation of practical knowledge and skills relating to their major interest.

This plan makes it possible to run the two-year and particularly the three-year curricula, which does not lead to a degree, closely parallel with the four-year program and enables students who graduate with the technical certificate to reurn to school, and, without too much shifting, to complete a final year or two leading to a degree. The longer curricula vary principally from the two shorter programs in that a greater number of courses in the social, physical, and biological science fields are given, but actual occupational instruction is emphasized in all three levels of instruction. While it is recognized that some students attend less than two years, the college does not offer any certificate for a one-year period, believing that two years is the minimum time

in which the present choice of major subjects may be covered. Nevertheless, both the institution and the student recognize the tangible value of even such short periods of enrollment as one year.

Since the function of all instruction at California Polytechnic is specific training for a specific occupation, the student will profit most if he has determined his vocational objective before enrolling. No opportunity is provided for a general education at California Polytechnic preparatory to "finding one's self." Students may transfer, if necessary, from one major to another with relatively little loss of time or credit, but there is no place at this college for the student who merely is putting in his time.

A third reason why California Polytechnic College is prepared already to meet post-war educational demands is because there has been no cessation of educational service through the war period. While classes have been small, with enrollment of 17-year-olds, 4-F's, and men waiting for induction, the thread of continuity has been maintained.

A fourth reason is that the permanent faculty has been retained with little change, a situation made possible by their use in the naval flight preparatory program which was in operation at the college from January, 1943, to October, 1944, and in the naval academic refresher unit program which began operation on the campus in July, 1944. Valuable experience in "compact education" has been gained by the faculty in the war-time training of over 3600 naval aviation cadets and also in the present training of naval aviation trainees.

The flocks and herds at the college, which include some of the finest breeding in the state in dairy and beef cattle, sheep, swine, poultry, and light horses, have been kept up. In the last two years several hundred more acres of farm land have been added to the property of the school, bringing the total to 2233 acres, of which 2083 acres are embraced in the home unit at San Luis Obispo and 150 acres in the Voorhis unit for horticultural instruction at San Dimas, about 40 miles east of Los Angeles.

Since the beginning of emergency defense courses in 1940, the college has gained in shop, classroom, and dormitory facilities. Approximately 1000 men can be housed and fed comfortably on the campus. The Navy unit now on the campus is using considerably less than one-half the available housing and dining facilities.

California Polytechnic has a peculiar opportunity to assist in the development of a statewide program for all vocational education because of the fact that the president of the college is also the Director of Vocational Education for the State of California. Because of this advantageous tie-in, California Polytechnic is in a position to lend the benefit of its long experience in vocational education to the end that it may assist the Commission of Vocational Education for California in developing a statewide plan which, when completed, will result not only in the secondary schools of the state but likewise in the several state colleges and California Polytechnic carrying on a progressive vocational education program designed to serve the state as a whole. This coordination will eliminate unnecessary duplication and serve to strengthen phases of vocational training now inadequately provided for.

LONG BEACH CHANGES IN PERSONNEL

The Long Beach City Schools have adjusted in so many ways this fall that it would be impossible to enumerate the many changes. It is interesting to note, however, a few variations in duties, and also some of the newly elected personnel.

Douglas A. Newcomb, formerly Director of Elementary Schools, is now Deputy Superintendent. He will serve in this capacity until the return of Superintendent Kenneth Oberholtzer, who is serving as Lieutenant Colonel in the Special Services Department, Washington, D. C.

Dr. George E. Dotson, formerly Principal of City College, is now Acting Director of Secondary Schools and Director of Long Beach City College.

Mrs. Gladys L. Potter, who has been General Supervisor of Kindergarten and Primary Education, is now Acting Director of Elementary Schools.

Dr. Raymond H. Fletcher, formerly an Elementary Principal at Oenaville, Texas, is the new Acting Principal of Jane Addams Elementary School. He studied for his Ph. D. at the University of Texas and also taught mathematics, meteorology, and aircraft engines.

A. H. Martin, who has been Principal of Jane Addams, is now Principal of Jefferson Junior High School.

Raymond Peterson, formerly instructor in Physical Education at Hamilton Junior High, is now Supervisor of Attendance, replacing J. N. Flesher, who has resigned and moved to his farm in Oregon.

Anna L. Axelson, former elementary teacher at Thomas A. Edison School, is the new Vice Principal at James A. Garfield School.

Neva Hagaman, formerly Elementary Supervisor of San Bernardino County, is acting Departmental Assistant in Elementary Education.

Marie McNutt is now Acting Departmental Assistant in the Elementary Department.

Dr. Seymour I. Stone is now in charge of Textbook Selection.

The Curriculum and Child Welfare Department has been divided. Dr. Lavone Hanna, formerly Assistant Professor of Education of Stanford, is Supervisor of Curriculum.

Dr. Maud Wilson Dunn is Co-ordinator of Child Welfare, Guidance, Placement, and Attendance.

Howard Patrick, formerly Counselor at Franklin Junior High School, is now Supervisor of Guidance and Placement.

Edna Anderson, former Departmental Assistant of the Library, is now Supervisor of Libraries, taking the place of Mrs. Edwina Hicks, who has resigned and is living in San Marino.

Mary F. Shouse, formerly head of the Music Department of Polytechnic High School, has been added to the Music Department as Departmental Assistant.

It is also interesting to note that the newly elected teachers came from twenty states besides California. Out of 137 new teachers, only 73 had lived or gone to school in California. Fourteen had lived and taught in the Eastern states, ten in the Western states, and thirty in the Middle states. Not only did the largest group come from the Middle West but the individual states sending us the largest numbers were Middle West. Such an influx from different localities should contribute many desirable qualities to our teaching staff.

Pittsburg Junior High School held five special evening classes in English at the end of June for three hundred Italian prisoners at Camp Stoneman. Classes progressed for seven evenings and were interrupted by the departure of the prisoners.

A New and Vitalized Presentation of Civics . . .

YOU AND YOUR GOVERNMENT

By HOMER F. AKER *and* VANZA NIELSEN AKER

Civics, a traditionally dull subject, "comes alive" in this new and appealing approach to the government of our country. Here are some of the features:

THE DECLARATION OF INDEPENDENCE and CONSTITUTION OF THE UNITED STATES—rescued from their customary place in the "Appendix"—are studied in the main body of the text through spirited conversational dialogue and interesting pictorial charts.

THE BILL OF RIGHTS is presented dramatically in relation to present-day conditions, and the whole structure by which democracy is maintained is shown to the student in the light of his own experience.

An introductory unit on STUDENT GOVERNMENT serves as a key to the understanding of United States government.

SPLENDID FORMAT gives this text all the appeal of a reading book although in content it is a basic text. The book abounds in fine photographs, reproductions of historical paintings, and clarifying charts, all closely correlated with the text. Type is large and well spaced.

DEVELOPMENT OF RIGHT ATTITUDES toward government is stressed as well as STRUCTURE of government.

YOU AND YOUR GOVERNMENT has received the unanimous recommendation of the California State Curriculum Commission and has been adopted by the State of California as a basic text for seventh and eighth grades.

Price, $2.12

HARR WAGNER PUBLISHING COMPANY

San Francisco, California

Vaughn D. Seidel, Alameda County Superintendent of Schools, has just announced the appointment of Harold Schoenfeld as Coordinator of Physical Education Activities in Alameda County Schools. Mr. Schoenfeld taught physical education for six years in the Berkeley schools and has been prominently identified with city and American Red Cross swimming programs. More recently he has been in charge of physical education activities at the Maritime Service Officers' School.

Physical education supervision in Alameda County is providing a very fine program of physical activities for the children in the thirty-nine rural school districts. It is one phase of Superintendent Seidel's program to give rural children all of the educational services of city school systems.

International Understanding and intercultural appreciation in California schools is under survey by a special education committee of the International Center of the Carnegie Endowment for International Peace. Dr. Monroe E. Deutsch, Vice-President of the University of California, is chairman of the International Center, and Dr. Frank Freeman, Dean of the Education Department, University of California, is chairman of the Education Committee. Dr. W. Henry Cooke of Claremont Colleges is director of the survey. The survey committee—composed of members of the California State Department of Education, city and county school superintendents in the Bay Area, representatives of state colleges and other educational institutions—includes such educators as Miss Helen Heffernan, State Division of Elementary Education; Mrs. Irene Heineman, State Division of Adult Education; Dr. John L. Horn, Education Department, Dominican College; Dr. Curtis E. Warren, Superintendent of Schools, San Francisco; Miss Sue Convery, Director of Elementary Schools, San Francisco, and William R. Odell, Superintendent of Schools, Oakland.

The survey will study the extent of teaching for international understanding and intercultural appreciation in California schools and make recommendations based on the survey regarding additional emphasis and more intensive methods of teaching in this field, at various grade levels.

The National Geographic Society announces the resumption of the *Geographic School Bulletins* for the 1944-45 school year. This is a weekly illustrated periodical, each issue of which contains five brief factual articles and seven illustrations or maps, published for 30 weeks of the school year. Their format is designed so that each article, with its illustrations and suggestions for further reading, is a complete unit which can be detached for separate filing, for bulletin board use, or for distribution to students in the classroom. The publication is one of the National Geographic Society's leading educational features. Address Washington 6, D. C. A twenty-five cent subscription fee merely covers the mailing and handling charges.

Supplementary Materials to accompany the Singer Science Series are available as follows: *Primary Teacher's Manual and Science Handbook* (for *We See* through *The Seasons Pass*); *Intermediate Teacher's Manual and Science Handbook* (for *Book IV* through *VI*); *My Club Book* (Activity Book to accompany *Book IV*); *My Experiment Book* (to accompany *Book V*); *My Science Discoveries* (to accompany *Book VI*).

"BED AND BREAKFAST" FOR SERVICEMEN

The fame of Hollywood High School's Hospitality Center for Servicemen has spread far and wide. It has been "written up" in national magazines and newspapers. Men in all branches of the service, who have slept in the school gymnasiums on Saturday night or who have been served Sunday morning breakfast in the school cafeteria, are now in camps or on battle fronts throughout the world; there they repeat the story of "bed and breakfast for buddies" at Hollywood High School.

What is the origin of this project? Who conceived it? And why?

Like a magnet, the magic name of Hollywood drew servicemen. With their week-end passes in their pockets they flocked to the most famous city in the world, the movie capital. They wanted to see Hollywood Boulevard blazing with lights, with a glamorous movie star on every corner. They wanted to see the studios where pictures are made. They wanted to gaze at the "portals through which pass the most beautiful girls in the world." They wanted to stand on the corner of Hollywood and Vine and watch the passing parade.

So, with their two-day leave (Saturday morning to Sunday night) they poured in by the hundreds, by the thousands, taxing to the limit—and far, far beyond—all facilities for housing and feeding.

Came Saturday night and there was no place for them to sleep. They roamed the streets, flopped down in apartment and hotel lobbies, sat in the U. S. O., or lay on the floor. But would they leave Hollywood? They would not. They had come to see Hollywood and there they stayed.

So it became Hollywood's problem to do something about the situation, and the Chamber of Commerce went to work. Mr. John Kingsley, president, scouting around for possibilities, finally arrived at the Hollywood High School gymnasiums. Here were plenty of floor space, excellent ventilation, facilities for heating, toilets, hot and cold showers. He asked the Board of Education for permission to use the gymnasiums on Saturday nights as sleeping accommodations, and the Board granted his request. The Hollywood American Legion, under the chairmanship of Mr. Ed Underwood, volunteered to sponsor the project; and the Lockheed "Buck-a-Month" club contributed $500 a month for operating expenses.

Sturdy mattresses, warm blankets, pillows, white sheets, and pillow cases were brought and stacked in huge piles. But there were no bath towels. Mr. Louis F. Foley, principal of Hollywood High School, called a student assembly and told the boys and girls about the situation. By voluntary contributions the students raised $650 to buy towels.

On December 18, 1943, the gyms were opened for the first time as Saturday night sleeping quarters for men in uniform.

Through all this Mr. Foley was constantly on hand, smoothing out difficulties, and giving aid wherever possible.

On that chilly Sunday morning of December 19, 1943, anxious over their comfort the night before, he talked to the boys as they left the gymnasium. Their first question was: "Where can we get breakfast?" Mr. Foley had no answer for that. The truth was he did not know where they could get breakfast. There just weren't enough restaurants and cafes in Hollywood.

The next Sunday morning more hundreds of servicemen poured out of the gymnasiums, asking the same questions: "Where can we get breakfast?" This was too much for Mr. Foley, so Monday morning he once more called an assembly of the Hollywood High School student body and teachers and presented his plan to them. It was unanimously and enthusiastically approved.

The following Sunday morning, January 2, 1944, nine hundred servicemen emerged from their night's rest in the gymnasium, asking: "Where can we get breakfast?" Mr. Foley's face was beaming; he had the answer. "Here in the high school cafeteria." Students and faculty had volunteered to spend their Sunday morning preparing and serving breakfasts and cleaning up afterward. Breakfast, which was served from 8 to 10 a. m., consisted of a large orange, a bowl of hot cereal with milk and sugar, a fried egg, fried potatoes, and all the buttered toast, jam, and hot coffee every man wanted. For this the service man paid twenty-five cents.

The men returned to their camps, telling their story of "bed and breakfast at Hollywood High School." Thus the news spread, and each week-end found the school playing host to crowds of servicemen.

From the opening date of December 18, 1943, to October 22, 1944, 37,872 men in uniform had slept in the gyms, and from January 2, 1944, until October 22, 1944, 37,257 had had breakfast—impressive statistical proof of Hollywood High School's wartime service.

The Bureau of State Printed Textbooks, under W. S. Dyas, distributed more than a million and a half textbooks during July, the largest number on record ever to be distributed in a similar period. The Bureau has just reprinted the volume, *Music Education in the Elementary School*, and is now able to furnish additional copies for use in elementary schools and junior high schools. Previous requests for this volume from many school systems were reduced and others not filled because of lack of stock.

Combat men's helpful discovery may prove useful to you

Teaching is a vital job

What our overseas men have found out about chewing Gum to help fight nervous tension isn't exactly new but has struck home to so many of our men overseas, as new that they look upon it as their own personal discovery.

Yet, you may have made this same discovery if you ever happened to chew a refreshing stick of wholesome Doublemint Gum at home while marking papers, reading, studying—and found how the chewing seemed to make you feel keener, more relaxed and better able to concentrate.

The main reason for this and that our combat men chew Gum as an on-duty necessity is that the chewing action appears to help relieve nervous tension, fatigue, strain. And, that is why every stick of our Doublemint today goes overseas to our fighters. THEY've got to have it.

Just now all our limited output of Doublemint is serving our overseas men. But remember this useful, helpful side of this refreshing, real-mint Gum. It may help you too some day when there is once more enough quality base to make enough to go around.

Y-252

Library News

Edited by MABEL R. GILLIS, State Librarian

CALIFORNIA LIBRARY ASSOCIATION MEETING

For the first time since 1941 the California Library Association met in Los Angeles last month in response to the 47th Convention Call issued by the President, Dr. Mary Duncan Carter, Director, School of Library Science, University of Southern California. In spite of reluctance to meet during wartime travel restrictions, a good representation of librarians gathered in Los Angeles to discuss the general theme: "Pertinent phases of library development after the war, with emphasis on Inter-American relations." Other library groups which met with the California Library Association were the California county librarians, the Southern California and San Francisco Bay chapters of the Special Libraries Association, the California Chapter of the Music Library Association; the Southern Section of the School Library Association of California, the Los Angeles Regional Group of Catalogers, and the Regional Group of Catalogers for Northern California.

Most of the sessions were held in Burdette Hall, Philharmonic Auditorium Building. The Registration Desk and Exhibits were located in the Lecture Room of the Los Angeles Public Library, and some of the smaller section meetings were also held in various meeting rooms in the Public Library, which gave the librarians an opportunity to examine the bookplate exhibit in the Library Rotunda. Examples from the collection of Clare Ryan Talbot, author of *In Quest of the Perfect Bookplate* (1933) and *Historic California in Bookplates* (1936) illustrated five centuries of the bookplate and its relation to the arts of the book.

Opening Session

At the First General Session on Thursday evening, October 19, 1944, greetings from the Association by Dr. Carter, from the American Library Association by Althea Warren, Librarian of the Los Angeles Public Library, and from the California State Library, by Mabel R. Gillis, State Librarian, were followed by a stimulating trio of speakers introduced by Reynold E. Blight, of the Los Angeles Public Library Board of Trustees. These speakers included Carey McWilliams, discussing "Minorities in California; present and future," Ruth D. Tuck of the University of Redlands, presenting "The cultural background of the Mexican American" and the Brazilian novelist, Erico Verissimo, who brought the program to a close with a witty and penetrating analysis of "Brazil, its books and people." The informal reception immediately following the first session in Burdette Hall gave everyone an opportunity to chat and renew friendships.

The Friday morning session began with a special treat. Dr. Evelyn Steel Little, Librarian of Mills College, who has been away on leave and is just returned from a year in England, with the London Office of War Information Library gave a matter-of-fact account of daily life in London during the period of the robot bombs. Her description of the manner in which work is carried forward in spite of all disturbances was a revelation to all who heard her. Librarians were also very interested to hear examples of typical reference questions and the scope and quantity of service being offered by OWI libraries overseas.

Regional Resources

The principal part of the morning session was devoted to an extended panel discussion conducted by Lawrence Clark Powell, Librarian, University of California at Los Angeles, on the subject "Regional Resources: Fixed or Fluid?" Those participating in the discussion were Mrs. Lisa L. Loeb, Stanford University Library, and Willis Kerr, Librarian Claremont Colleges, reporting on "The regional resources of Northern and Southern California"; Marion Horton, Library and Textbook Section, Los Angeles Board of Education, explaining "The role of the C. L. A. Bulletin"; Robert Vosper, Order Department, University of California at Los Angeles, on "Duplicate disposal to enrich regional resources"; Neal Harlow, California Section, State Library, on "Microphotography in California"; Mrs. Thelma Jackman, Sociology Department Librarian, Los Angeles Public Library and Jerome K. Wilcox, Associate Librarian University of California on "Documents"; Johanna Allerding, Librarian, Pacific Aeronautical Library, on "The Pacific Aeronautical Library as an Example of Joint Service in Technology"; John D. Henderson, Assistant County Librarian, Los Angeles County Public Library, on "Inter-library Lending"; Mabel R. Gillis, State Librarian, on "The Union Catalog at the State Library"; and John Paul Stone, Librarian, San Diego State College, on "Union Catalogs."

Although no plan of action was established, the session provided much food for thought on the prospects of regional development in the library field.

Section Meetings

Friday's afternoon program was at once a source of delight and despair with its schedule of several simultaneous meetings, each offering a program which appeared too provocative to miss. David Otis Kelley, Librarian, George Pepperdine College, was chairman of the *College and University Libraries Section* which discussed "The Role of the Library in Higher Education After the War." Three speakers addressed the *Municipal Libraries Section* of which Katherine Whelan, Librarian, Santa Monica Public Library was Chairman. The new librarian at Glendale, Vera Morgan, told of "Bringing Business Methods to a Municipal Library"; Mrs. Theodora R. Brewitt, Librarian of the Long Beach Public Library, described "What the Public Library Executives Association of Los Angeles Has Accomplished in the Last Ten Years"; and Captain Jack Gray, U. S. Marine Air Corps spoke on "Books in Action," stressing the importance of books as recreation in advance bases where reading ranks first as available entertainment.

At the *Junior Members Section*, Helen Bourne, Long Beach Public Library, conducted a panel discussion on "Juvenile Delinquency: The Library's Part in Solving the Problem" with Mr. Duane George, Long Beach Recreation Commission and three members of the Long Beach Public Library staff: Mrs. Lorna Kugler, Helen Lawless, and Mary Rowell.

Following a luncheon at the Biltmore Hotel the *Trustees Section* held a closed session conducted by Robert Bauer of the Los Angeles Public Library Board of Trustees. Mrs. J. Henry Mohr, of the San Francisco Public Library Board of Directors, was elected Chairman for the coming year.

The *Section for Library Work with Boys and Girls* met with the School Library Association of California (Southern Section) at a breakfast on Saturday

morning. Helen Fuller, Supervisor of Work with Boys and Girls, Long Beach Public Library, Chairman of the Section, conducted the meeting which followed the breakfast. After a lengthy business session, Lal Syngh, author of *Gift of the Forest*, told how he came to write the book, and also discussed some of the great problems of his native land, India.

Regional Catalogers Round Table

Mrs. Chesterine Cordelle, Librarian Cataloger, Los Angeles Public Library, presided at the Joint session of the Los Angeles Regional Group of Catalogers and the Regional Group of Catalogers for Northern California. Olive Swain, Supervising Catalog Librarian, State Library, served as moderator for the panel: "Today and Tomorrow in Cataloging," which opened with a discussion of Special Cataloging Problems. Robert J. Bauer, General Manager, Los Angeles Better Business Bureau, and Los Angeles Public Library board member, presented the question "Should Publishers be Catalogers?" which stimulated much discussion on the problem of a central cataloging bureau for new books. Panel members included: Johanna E. Allerding, Librarian, Pacific Aeronautical Library, Hollywood; Allene Durfee, Supervising Librarian, Catalog Department, Los Angeles Public Library; Elizabeth Erickson, Cataloger, Santa Monica Public Library; Pauline A. Seely, Cataloging Division, Los Angeles County Public Library; and Gwendolyn Shakeshaft, Head Cataloger, Long Beach Public Library.

The Special Libraries Association held a combined session on Friday afternoon, which began with the Action and Advisory Committee for Library Service of the S. L. A.-C. E. D. The discussion was led by Helen E. Vogleson, Librarian, Los Angeles County Public Library, and Local Representative of the National Committee for Economic Development. Isabelle Farnum, Coordinating and Supervising Librarian, Naval Operating Base, Terminal Island, President of the Southern California Chapter of Special Libraries Association, conducted the meeting. Mrs. Anne Leidendecker, Science and Industry Department Librarian, Los Angeles Public Library, led the panel discussion: problems of reconversion: human and material.

The California Chapter of the Music Library Association also met Friday afternoon. Gladys Caldwell, Art and Music Department Librarian, Los Angeles Public Library, was Chairman.

Send Your Books To War

Friday evening's general session carried out the Inter-American relations motif, with the speaker, Francisco Duenas, who spoke on "The Good Neighbor Policy—Real or Imaginary?" The extended business meeting, with reports of committees held at this session, gave a picture of the activities of the association during the years since the last annual convention. Chief among these is the "Send-Your-Books-To-War" campaign to collect books for men and women in service, which has proceeded most successfully, and is still being carried on because of the great need for books to be sent to Pacific bases.

An extremely interesting exhibit which correlated with the donated book drive was the showing of the U. S. Army, 9th Service Command Mobile Library No. 1. The huge book-automobile or library-on-wheels was parked in Pershing Square across the street from the Philharmonic Auditorium. Cpl. Fred Wilson and Pfc. Manning Patillo, both graduate librarians, were in charge of the Mobile Library. They were pleased to answer questions and explain how the donated books were distributed directly to men in out-of-the-way stations and remote posts here on the West Coast, as the bookmobile makes its appointed schedule in and out of San Francisco.

At the final general session on Saturday morning, Rosemary E. Livsey, Teachers and Children's Department Librarian, Los Angeles Public Library, Chairman of the Service to Veterans Committee, presided. John D. Henderson introduced the following speakers: John J. MacGillvray, Veterans Representative, U. S. War Manpower Commission, on "The United States Employment Service and the Veteran"; Harold Wilson, State Department of Education, on "Readjustment Education and the Veteran"; and Byron H. Atkinson, Assistant to the Dean of Undergraduates, U. C. L. A., himself a veteran of World War II, on "The Wants and Needs of the Young Veteran."

A final symposium by members of the Veterans' Service Committee on "Library Service and the Veteran" led by Mrs. Theodora Brewitt revealed many special programs being carried on by California

(Continued on Page 12)

Outstanding Science Books

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Everyday Science
Caldwell-Curtis

Stresses everyday-life applications and probable post-war developments in science.

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Book Reviews

From D. C. Heath and Company

MICKEY SEES THE U. S. A., told by Caroline D. Emerson, and illustrated by The Walt Disney Studio. Price, $.88. All of the *Walt Disney Story Books* provide recreational reading material of high literary quality and offer a powerful stimulus to rapid reading and improved comprehension. Boys and girls are always eager to read stories about their favorite characters, and delight in reading grows as children follow the adventures of familiar friends in these story books, adventures which are closely related to the readers' own experiences. The humor in these stories is based on easily perceived incongruities, on fantastic situations, on uninhibited actions, and on exaggeration of things seen day by day by the children themselves. Sentence style is smooth and easy, vocabulary simple, and the dialogue natural, making the books particularly readable. The charming illustrations in full color, drawn especially for each book by The Walt Disney Studio, make the series as appealing to children as the Disney films themselves. Lively, amusing, and full of color, the pictures arouse curiosity and interest in the stories and stimulate creative imagination.

In MICKEY SEES THE U. S. A., Mickey takes to the open road in a trailer, with Minnie, Donald, and Pluto, and explores the United States. As they tour the country they see such places as California orange groves, Yosemite, the Rocky Mountains, the Great Salt Lake, the corn belt of the Middle West, the coal mines and industrial centers of the East, Niagara Falls, the Mississippi, and the Grand Canyon. The stories of their adventures furnish an excellent over-all picture of the life and work of the people of our country and the geographical features characteristic of each section. Facts about states, cities, towns, national parks, industries, agriculture, and local history form an integral part of the stories.

From Noble and Noble

IMPROVING YOUR VOCABULARY AND SPELLING by Ketchum and Greene. Jacket edition, $1.25; school edition, $1.00. This text for junior and senior high schools is designed to arouse the student's interest and to improve his spelling, knowledge, and use of words. The wide assortment of appealing units have all been tested in actual classroom practice and have proven their value in stimulating word consciousness. Having aroused the student's interest in words, the book provides exercises for practice in developing skill in their use and explains how to acquire new words. Instead of giving the student long lists of unrelated words to remember, the book seeks to develop word-learning habits. Interest is stimulated through use of clever cartoons and humorous situations.

From the University of California Press

EDUCATION AND SOCIETY by members of the faculties of the University of California. Price, $2.50. "Like other social institutions," say the editors in their Preface, "education is quite properly being subjected to reexamination. The chapters in this volume are written with the aim of revealing the underlying considerations and methods which have influenced modern education and the chief characteristics of the system which these considerations and methods of study have brought about. . . . The volume indicates in some detail how historical and scientific study has been directed to education, and how the procedures of modern education are evolving, under the guidance of this study, so as to be a fitting part of a democratic social order." Following are some of the chapter subjects included, with their authors: "Out of the Living Past," Ernest Carroll Moore; "Schools to Meet New Needs," Edwin A. Lee; "The Three R's Plus," John A. Hockett and Corinne A. Seeds; "Education for Work," David F. Jackey; "The Direction of Instruction," George C. Kyte.

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LIBRARY NEWS

(Continued from Page 11)

libraries to aid in the reconstruction program for now and after the war.

New Officers

According to custom, the new officers for 1944-1945 were announced at the close of the last session, and the retiring president handed the gavel to the incoming president, Coit Coolidge, Librarian, Richmond Public Library. The other new officers are: Eleanor Wilson, Librarian Kern County Free Library, First Vice-President and President Elect; Margaret V. Girdner, Supervisor, Bureau of Texts and Libraries, San Francisco Public Schools, Second Vice-President; Treasurer, Grace Murray, Editorial Librarian, State Library.

County Librarians' Convention

The 34th County Librarians' Convention met for two days before the California Library Association convened. The meetings were conducted by Mabel R. Gillis, State Librarian. On Wednesday afternoon, at the opening session, new county librarians were welcomed and current and post-war county library problems were discussed.

The Wednesday evening session was devoted to building plans. Requirements for the county library headquarters building were presented by Thelma Reid, State Library Field Representative. John D. Henderson, Assistant County Librarian, Los Angeles County Public Library, described the Los Angeles County Library branch building program.

At the Thursday morning session, Eleanor Wilson, Kern County Librarian, reported on the very successful job analysis and employee relations courses held in Bakersfield last year. Helen Luce, Acting County Librarian, Solano County, told of her library's service to housing projects, supplemented by accounts from other counties. Mrs. Harriet S. Davids, Kings County Librarian, presented a statement of policy from several county libraries in the handling and distribution of audio-visual aids.

The Western Journal of Education.

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December, 1944

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San Francisco 2

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Morris Wagner W. M. Culp Mabel R. Gillis
Irmagarde Richards Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

As the year 1944 nears its end the shape of things to come is still as dim and indistinct as man's intuition. Educationally, these United States are marking time, awaiting a future whose possibilities are unlimited. The advancement of pure knowledge in the scientific fields has been so vast and at such white heat in making available devices for slaughter or for healing that the implications of these fields for a pattern of peaceful living have not yet been fully realized. In just one field, aviation, the expenditure of trillions of dollars has moved the world closer together physically than decades of peaceful normal business progress would have done.

Throughout the United States a definite coherency of educational philosophy has come about. Educators high and low are trying to present to the youth of the land the concept that they will have to learn to live in neighborliness with the rest of the world or our civilization, as it now exists, cannot survive. Human relationships are the concern of the hour. Consciously, or unconsciously, our educators are trying to get across that they believe the salvation of the world rests in the hands of the citizens of the United States. They are following the pattern of the internationalists who claim the world will be a peaceful place if only the United States will play a manly part in international cooperation.

We hope that this is so. But even Walter Lippmann, just returned from a month's trip to Europe, is appalled at the black-out of American news and views abroad. He states that knowledge of European ideas and conditions is widespread in the United States through radio, press, and books, but that in Europe the masses have no such conceptions of how Americans are thinking. In other words, it takes two to make a cooperative unit. It could be that the people of the United States and their pupils in school are building up to a terrific let-down, when they realize that their ideas of a cooperative world are not exactly those of the rest of the European nations, and when they realize that these nations have some definite ideas quite different from ours. Even now statesmen are talking of a Russian block of nations and an English entente for the security of these two larger units. And at the Aviation Congress in Chicago, in trying to draft an agreement on freedom of the air for the establishment of aviation routes around the world, the United States has run up against the opposition of England, whose idea of the freedom of the air is the same as her idea of the freedom of the seas, which for centuries has been freedom of passage if she so willed. Perhaps our educators, in their espousal of world collaboration, should get across that if collaboration comes it will be determined by terms agreeable to the two great blocks headed by Russia and England and not those of ourselves alone.

Woven into this discussion of world cooperation from coast to coast has been our internal problem in regard to racial discrimination. It is a problem so fraught with potential danger that it has been treated lightly on fringes or sub rosa. Educators are trying to teach friendly living to the children of the land of all creeds, races, or colors. They say children can live together peaceably, but that trouble starts when the children react to the prejudices of their elders. Plainly speaking, the problem of the colored people in the country is becoming an affair of portentous implications. As citizens and as individuals, their rights are guaranteed by the Constitution, but it is only when they are out of the southern states that they can enjoy them. This has led to the result that the colored people coming from the south to the freedom of the north have started to make their influence felt. They now carry the balance of power as a minority group in such states as New York, Pennsylvania, Michigan, Indiana, Illinois, New Jersey, and are more than minor factors in many others. The colored man in many instances feels bitterly that he is discriminated against. This is especially true of many educated classes. They feel that in many places they are pushed into segregated living quarters, are not allowed to participate in certain occupations and businesses, and have no chance against the whites in competition for jobs. The northern schools are doing their best to root out the feeling of discrimination, but the solution to this problem has not appeared yet and will not so long as human prejudices exist. But as a problem, American educators are facing it with their eyes open.

* * *

The meeting of the National Council of Teachers of English at Columbus, Ohio, this past November is likely to be considered in future days the turning point in presentations and content of English teaching for some years to come. As Benjamin Fine, educational editor of the *New York Times*, writes: "Teachers everywhere, it was brought out here, are aware of the necessity of doing something constructive about international problems, interracial tensions, increased competency in using English as a tool, the rebirth of spiritual values, the rediscovery of the intrinsic values in American literature, the development of G. I. methods of instruction, and the loss of trained teachers and of students to train for teaching." With these things in mind the Council has determined upon a five-year survey of the curriculum of the present and the place English should have in it in the future. Definite objectives of this survey include facts (1) to produce a clear definition of the function of English in American life and culture; (2) to present a program of instructional materials designed to achieve

the objectives as will be ultimately defined; (3) to set up organizational techniques but designed to achieve those purposes and show the relationships which should exist between reading, writing, speaking, and listening to the pupils' experiences in learning other subjects, and (4) to suggest means by which school administrators and the lay public can be acquainted with the materials to be prepared.

During the past four decades history as a subject in our secondary schools has dropped from a "must" for the preparation of a well-rounded individual in the understanding of the world and life to that of another curriculum subject, with American history being about the only subject required. How one can become a citizen of a cooperative world without knowledge of other peoples and their historic backgrounds is a riddle of modern education. English teachers are thus alive to the issue and are determined that their subject will not be relegated to the background. Four years of English primarily has been in the past required in all secondary curriculums. Some schools are now on a three years' basis with the likelihood that as time goes on, English requirements will be lessened. This will not happen if the National Council of English Teachers can prevent it.

Discussing the importance of retaining four years of English in high schools, Max J. Herzberg, principal of the Weequahic High School in Newark, New Jersey, and past president of the council, recommended that the term "English" as applied to this subject be changed to "American." "If English in our school curriculum would be called 'American,' he asserted, "there would be no hesitancy, I am sure, in seeing to it that this great subject would remain in the school schedule for every year of the student's life. English teaches ideals, particularly the ideals of Americanism. It teaches the art of communication, today, more than ever a great need of all human beings. It would be an educational tragedy to curtail the time given to English." Emphasis in the English classes, Mr. Herzberg suggested, should be on various phases of American life and culture, such as discussion of its folkways, its literature, its tradition, and its heritage. This view was concurred in by such men as Dr. Arthur E. Christy of Columbia University and Professor William G. Crane, chairman of the English Department at City College, New York City, who urged that English curriculum include courses dealing with the civilization of this country.

The part education will play after the war continues in lively conjecture. With several millions of young men now in the service whose schooling has been at the most only the completion of four years of high school, the mental attitude of those returning men toward education will flavor what new trends develop in educational practice and thought. The G. I. system of education, which in its essence is merely the scraping of incidental material, and the concentrating upon learning facts and skills necessary to a definite job, will probably be continued with those who have sufficient urge to drive themselves towards positions in commerce and industry. The fact that sums of money will be available to the veteran for further schooling for a period of months and years will undoubtedly color the undergraduate body of many of our universities. Past experience has shown that ordinarily the returning veteran, much older and experienced, and in many cases having achieved advanced rank and pay, could not see himself placed in classes of 17 and 18-year-olds. But if classes are formed of men and women of like age and desire for advancement, there is great hope for good from the program.

At a recent meeting of the Eastern Association of College Deans and Advisers of Men held at the Hotel New Yorker in New York City, Commander Francis J. Braceland of the Bureau of Medicine and Surgery of the Navy Department in Washington considers that "It would be short-sighted policy to oversell our educational wares simply because the government is paying the tuition." He said, "I would say that not everyone who knocks at our college doors prepared to pay his tuition and who cries 'Teach me' will be able to learn. Careful selection of students will be necessary if the individual is to benefit, the government to be justified in the expenditure, and the college to discharge its duty to the veteran." Recalling the inadequacies of veterans' education programs after the last war, he said, "As a result many perfectly good mechanics and tradesmen were ruined by the attempt to make professional men out of them, to say nothing of the time and effort wasted." Then, again, there are those belonging to the school of thought that a well-rounded general education is necessary for successful democratic living. The compromise probably will be that those that can afford it will drift toward much training, while those needing skills for a livelihood will so prepare themselves.

The cost-of-living controversy is rather complex. Statistics seem to be able to prove what their particular users of the moment want them to prove. Nevertheless, costs of living are not what they were. The teacher, in his white collar job, is as usual in the middle. It is shown by the terrific shortage of teachers in lower wage teaching positions that teachers have just moved over to occupations where the pay is larger. Many cities and towns are doing all in their power to alleviate this discrepancy of wages between industry and the teaching profession. In many cases the wage paid is so directly tied into the tax structure that little can be done. The property tax in many states is still the sole support for schools. In many places it is now almost confiscatory.

As Dr. Alexander J. Stoddard of Philadelphia states in discussing the raising of money for supporting the city's schools, some other sources of taxation rather than that of the property tax will have to be found, especially in those cities of decreasing tax roll as in Philadelphia. Many cities are now giving bonuses rather than raising their salary scale schedule. It is interesting to note that in Jersey City, New Jersey, Mayor Frank Hagen has announced that on December 15 of this year all teachers and other city employees earning up to $5000 a year are to receive a bonus of $300. The only provision is that they must have been employed by the city or board of education a minimum of two years. The bonus will cost the city more than $1,000,000. All this is in addition to a raise last July of $250 granted to elementary teachers, $300 to high school teachers, $400 to elementary principals, and $550 to high school principals. The basic wage even before this in the Jersey City school system was among the highest in the country.

The Merced Elementary Schools under District Superintendent W. Max Smith opened the first week with a hundred more pupils than on the opening of last year.

Western School News

Edited by MORRIS WAGNER

HENRY C. HALL DIRECTS CHILD GUIDANCE IN SAN MATEO COUNTY

Henry C. Hall, for twenty-six years district superintendent of the San Bruno schools and active in school and civic affairs in San Mateo County, was appointed last summer as director of child guidance and attendance under County Superintendent Pansy Jewett Abbott.

Mr. Hall is the son of Henry C. Hall, also a school man, who had taught in Redwood City, Menlo Park, San Jose, and Larkspur. Both father and son were long-time friends of Harr Wagner.

Mr. Hall was born in Menlo Park and received his elementary education in the schools of Menlo Park and Larkspur, Marin County. He attended the Mission High School, San Francisco College and San Jose State College, where he obtained his B. A.

His school work was begun as principal of the Half Moon Bay Elementary School. In 1922 he became superintendent of San Bruno schools and held this position until 1944 when he was appointed director of child guidance and attendance.

San Mateo County schools have just completed the publication of a survey made by Mr. Hall of the "Youth Resources of San Mateo County." This is a source book to be used in combating juvenile delinquency. It is a reference book from which school people can find out where to get help in any specific juvenile delinquency problem. In addition to school agencies, all civic agencies are listed, such as service clubs, girl scout and camp fire girls' organizations, church groups, the police department, recreational leaders, and people who handle work permits.

Mr. Hall has been rendering a great service in preventing many individual cases of juvenile delinquency by contacting these groups and working through them. He also contacts individual citizens who are interested in helping in this problem. The encouraging feature of all of the juvenile delinquency work in the county has been the cooperation of all community groups in looking after boys and girls who are potential juvenile delinquency cases, and thus preventing many youths who are not quite on the right track from ever becoming actually delinquent.

G. Millage Montgomery, assistant superintendent in charge of 34 Los Angeles senior high schools, reports that in the summer of 1944 Los Angeles ran 7 summer high schools with the joint graduation of all seven; 305 students graduated and the 305 represented 29 of the senior high schools and 3 schools outside the state. The principals of the 29 high schools represented by graduates were present at graduation to present diplomas to their respective students. At graduation Mr. Montgomery presented each participant to an audience of 2500 people at the Hollywood High School.

Mr. Montgomery has been in the Los Angeles system for 27 years. He was principal of the Susan Dorsey High School for 7 years and principal of the Theodore Roosevelt High School for 6 years before taking his present position. The 34 high schools under Mr. Montgomery graduated approximately 9000 students last year.

Stanford University graduates and students of the School of Education met at Longfellow School, Alameda, November 20 to organize a club for the purpose of promoting education in the Bay Area through a closer affiliation of the Stanford School of Education and field workers.

Dr. J. Paul Leonard and Dr. Paul R. Hanna represented Stanford at the meeting. Donald M. Roderick, Assistant Superintendent of Alameda City Schools, was elected president and Mrs. Ethel Ward of the Alameda County Office, secretary.

Another meeting will be called soon after the new year to make further plans for the organization. Any person who has attended the Stanford School of Education is invited to become a member of the club.

Two Roseville Teachers, B. Leone McBrayer and Alethia Lindsey of the English department of Roseville Joint Union High School, are authors of an article published in the October, 1944 issue of the *English Journal*, official organ of the National Council of Teachers of English. The article, titled "Cooperative Reports on Current Topics," describes details of the successful individual student projects developed jointly by pupils in American History and American Literature classes.

Automobile Driving is a course authorized for seniors now by the Roseville Joint Union High School board of trustees. Dorothy D. Adams, who last summer participated in a training school in this field at the University of California, Berkeley, is the instructor.

Harry E. Tyler, district superintendent of the Santa Maria school system and president of the Junior College, has the oldest Union High School District in California, according to the Phi Delta Kappa bulletin for Sacramento, edited by Floyd L. Tarr. Mr. Tyler's school district covers some 1500 square miles. There are 14 elementary districts in the high school district, and the Junior College has a 40-acre campus. There are 17 counselors in Santa Maria.

The Stanislaus County Schools Bulletin reports:

After discussing some of our county curriculum problems with Dr. Bernice Baxter, immediately following the recent teachers' institute, the realization came that we had, indeed, been privileged to hear an educator of rare breadth of knowledge of school problems.

In her new book, *Group Experience—the Democratic Way*, Harper Bros. publishers, she unerringly delineates the matrix of democracy and clearly points out the way to train youth to participate in the democratic group experience. The county library has been requested to put some copies on the professional shelves.

Quotes:

"Many teachers and leaders of youth have an enthusiastic appreciation for those whom they are guiding, but they may fail to realize that they have an obligation to stimulate in them that same enthusiastic appreciation for others. Often guidance concerns itself with the welfare of the individual rather than with helping the individual to discover that his welfare depends on his relationship to others. It is to this awareness of responsibility for furthering the interests of others as well as our own interests that American social thought is directing itself today."

"Preparation for leadership involves a constant study of human nature and consideration of the influences affecting it. It requires a personality which stimulates confidence and good will and which enriches a social environment without overshadowing others. Qualities such as these are acquired through rich experimental living."

BELOVED CALIFORNIA EDUCATOR DIES

The death of Charles L. Geer, former district superintendent of schools in Coalinga, is a loss felt sharply throughout the entire state as well as in the district where, for 27 years, he built his "one-town" career. "Charlie," or "Pop," Geer, as he was affectionately known by many of his associates, was one of the most human and best loved of the state's educators as well as an active and enthusiastic worker in the service of any educational group that called upon him.

Charlie Geer was one of the best friends of Harr Wagner, founder of *The Western Journal of Education* and the Harr Wagner Publishing Company. Perhaps Harr Wagner gave one of the best possible summations of Mr. Geer when he said of him: "The man is unique. It is a rare temperament that combines so keen a sense of humor, such great kindliness, and so much sympathetic understanding of human frailties with such bedrock sternness." It was this unusual temperament that made Charlie Geer an outstanding schoolman through his effect upon the development of character in those students who came under his influence.

His philosophy was to train all, and thereby bring out the best. He saw to it that as far as possible every student had a program "geared to his abilities," but he believed in "winding them up, not doing the ticking for them." He was a progressive educator who believed in stressing fundamentals, yet he often said that a school man should "keep both feet on the ground, but not both at the same time" lest he fail to keep pace with educational needs.

All who ever came into contact with Mr. Geer will remember him for his keen wit, his friendly smile, and his ability to tell a story to fit the occasion, the supply of which never seemed to be exhausted. His keen understanding and ability to grasp a situation instantly and solve it was uncanny. It has been said about men in the administrative field that "they can make quick decisions and are sometimes right." Mr. Geer was nearly always right.

Although the district where he spent his entire educational career was one of the smaller rural school districts, Mr. Geer's influence and interest in public education were felt throughout California and even beyond state lines when his work brought him into contact with educators from outside the state. From a small school with four or five teachers and 75 students the Coalinga school developed during Mr. Geer's administration to a modern high school with 30 teachers and an enrollment of about 750 students. Under Mr. Geer the Coalinga School District was, nearly twenty years ago, one of the first and most successful districts in adopting the 6-3-3, or junior high school, plan of public education. On one occasion the district was honored by a visit from New Zealand educators who came to study the system.

Mr. Geer was also one of the first to realize that in order to have a well-balanced educational program it is necessary to provide adequate facilities for those young people who, for reasons of adjustment or native ability, can not adapt themselves to an academic program. To meet this need, a broad vocational program was organized, covering the six years of junior and senior high school, providing vocational courses in the various fields of shop work for boys, homemaking for girls, and commercial courses for all students who are interested in that field. Coalinga is one of the few rural school districts offering courses in printing as a part of the vocational program.

Charles L. Geer

Later, this same interest in meeting the needs of all students led Mr. Geer to formulate plans for a petroleum technology course on a post-graduate level. This program was an answer to a need for further training for boys who could, if they had some special training, obtain jobs in the oil fields as helpers in laboratories and technical departments. Before this program could be put into effect, however, further study of the problem brought about the need of further training in all fields with the result that in 1932 a junior college was added to the Coalinga system.

While his school was growing in enrollment and expanding in building, Mr. Geer became interested in the broader aspects of secondary and higher education and served as chairman and as a member of many state sectional and district committees. He was, for many years, a member of the affiliations committee with the state colleges, a committee which he was instrumental in organizing. He served as the first chairman of the State Representative Council. For twenty years, or from its organization until his resignation in 1938, Mr. Geer served as president of the Fresno County High School Principals' Association. In his later years he led the fight to have Fresno State College declared a four-year institution.

Though an attack of infantile paralysis while he was still a boy had kept Mr. Geer from taking part in school sports, yet he was later to become a high school coach and a leader in the field of school sports. His first position, after graduating from Stanford, was as athletic coach and instructor in English at the Paso Robles High School. He resigned from this position in 1911 to accept a position at Coalinga Union High School as coach and instructor in mathematics. He served as secretary for the Central Section of the C. I. F. for 20 years, as referee at state track meets for many years, and in the West Coast Relays, not missing a single event since the relays were started 17 years ago. In later years no track meet was complete without Mr. Geer serving as starter or in some official capacity, and he could quote more track and field records than most men could obtain from printed records.

One of Mr. Geer's favorite hobbies was his interest in the geology of the Coalinga district, particularly in the study of fossils. This interest later afforded him one of his favorite puns also when he would say, with a twinkle in his eye, that upon retiring from active work in the field of education he intended to devote his time to talks on "fossils and higher education."

Mr. Geer, who reached his sixtieth

birthday in August, was born in Ellisville, South Dakota, and received his early training in a "little red school house," as the son of a rural school teacher who moved from place to place in the Middle West. He completed his elementary school training in New Hampton, Iowa, and in 1902 his family moved to California, locating in Santa Clara County where he completed his high school education at the Campbell High School near San Jose. Here he worked in prune orchards and canneries after school hours and during the summer in order to obtain funds to attend Stanford. His own struggle to attend the university made him sharply aware of the problems of other young students years later when he formulated plans for vocational training that would help the student not only after graduation but while in school.

In May, 1943, THE WESTERN JOURNAL OF EDUCATION published the story of Mr. Geer's life work as presented by his friend and successor, T. A. Ellestad, who took office when Mr. Geer retired from the district superintendency in 1938. The editors are happy to think that Mr. Geer was able to read his own "eulogy" and enjoy it and hear appreciative comments from his friends long before his death, since too often the laurels are gathered in when it is too late to present them to the person honored. Mr. Geer often spoke of the article and the happiness it had given to him. We can only add a sequel, wishing he might read that too.

SUPPLEMENTARY GAS RATIONING

At Last We're "Getting Somewhere"

The district rationing office in San Francisco has appointed Mr. B. O. Wilson mileage administrator for school districts of the county excepting in the Richmond - El Cerrito - San Pablo area. This change was made in order to approach a uniform policy in the approval of school applications and in order to make possible the securing of gasoline for substitute teachers.

A letter has gone to school superintendents and principals setting up the procedure to be followed. The application blanks must be secured by the applicant at the local rationing board. They are then taken to the local principal.

AN 1864 TO 1867 SCHOOL REGISTER OF THE LA GRANGE DISTRICT

Contributed by Mrs. Ethel Schott

Reprinted from the Stanislaus County Schools Bulletin

Atop the highest spot back of La Grange and overlooking the Tuolumne River a schoolhouse still stands as it did in 1863. However, in 1936, this building was condemned, and a new school house was built several hundred yards east of it. (Last year, 1943, the bell was removed from the old to the new building.) Previously, school was held in an adobe, one-room schoolhouse that was destroyed as the population of the town needed the ground for its main residential thoroughfare.

In 1862, there was a flood of the Tuolumne and an entire settlement of French people left the region from which La Grange received its first name of French Bar. It was at this period the schoolhouse was built on the hill above flood danger.

This 1864 Register is the first authentic record of the schools of this district and proves interesting in its portrayal of the growth and development of school management in the West.

The teacher's salary was seventy-five dollars a month with room and board included: Whether or not this item is to be scoffed at would probably depend upon the type of room and board and the necessity of changing about from one family to another.

There were no children older than nine or ten years, and an equal number of girls and boys. They were registered according to six but no first names were put down, only surnames. In 1864, Thanksgiving was a holiday, but not a national one, and all the children attended school Christmas Day since it came on a school day. In 1865, Christmas came on Monday, and there was no holiday. Sixty-two children were present.

The ages were from four to twelve, and one might surmise the older members of the family were panning gold.

Pupils were graded by readers, the highest of which was the fourth. The following list of subjects was taught, and after each was the number of those taking the subject:

Orthography	49
Reading	49
Writing, which was Spencerian	24
Arithmetic	29
Geography	25
Grammar	15
History of the United States	7
Physiology and Hygiene	3
Algebra	none
Natural Philosophy	none
Natural History	none
Drawing	none

As told by a present day citizen of La Grange, Mr. James Henry Morton, who entered the school in 1864, political spirit ran high. There were repeated battles on the school grounds between the pupils over Democratic and Republican victories. This was the year General Sherman took Atlanta, Georgia. Lincoln, by electoral vote of 212 to 21, was re-elected as President of the United States of America, which fact especially meant that the war would be carried on until victory was achieved. Napoleon sent the Archduke Maximilian of Austria with 50,000 French soldiers and formed a new colony for France in the New World, and Russia sold Alaska to the United States. It is easy to conclude that, with a population of representatives from all these countries, La Grange had political differences and the children voiced their parents.

The Register closed with two interesting pages which do not appear on modern registers: an account of money owed and paid by pupils without any mention of the purpose for which they were taxed; and an explicit enumeration of corporal punishments administered. Viz.: impertinent remarks, continual play, lies, whistling in school, lying about it, refusing to hold out their hands, muttering at a simple request, wilfully disobeying in regard to passing things.

The teachers did not sign the Register in any place whatsoever and, in conclusion, it may be justifiable to assume that Bret Harte was modest as a teacher for it is a known fact that he once taught in La Grange.

PETER H. SNYDER, for some years principal of the Washington School, San Diego, has been promoted to the principalship of the John Adams School of San Diego. This is the school from which Edwin B. Tilton retired after a principalship of 33 years. Mr. Snyder is one of the younger up-coming elementary principals in the San Diego expanding system.

CORINNE A. SEEDS

An Appreciation

By Bess Persels

For the past twenty years, Corinne A. Seeds, Principal of the University Elementary School and of the Summer Demonstration School of the University of California, Los Angeles, has rendered a unique service to the cause of childhood education. Early in her professional life she became imbued with the philosophy of John Dewey and William H. Kilpatrick, and as a university teacher and principal of a school primarily concerned with the education of teachers, she has consistently consecrated her life to the task of translating the idealism of these two great advocates of democratic education into practical experiences for children. No person has contributed more profoundly or has influenced more widely the development of an experience curriculum through which children may become dynamic self-directing members of an ever-widening democratic society than has this great educational leader.

Her unusual ability to put her philosophy into practice in actual teaching-learning situations has made the University Elementary School a mecca for teachers. Literally thousands have improved their professional practices and restored their inspiration by attendance upon Miss Seeds' classes and observation of the Demonstration School during the summer. Many hundreds of well-qualified young teachers have carried interesting, practical, and, effective methods into the schools of the state and nation because of her unusual ability to guide prospective teachers into a realization of the truth that he who guides the education of children and youth determines the destiny of mankind.

No one privileged to be closely associated with Miss Seeds fails to be influenced by her personal qualities. If teaching is personal, then Miss Seeds' achievements are due to the depth of her social understanding and sympathy, her sincerity, her clarity of thinking and judgment, her personal integrity, her unwavering courage, her generosity in giving herself freely in the service of all. Her happy faculty of giving encouragement and satisfaction, of finding solutions to difficult problems, her faith in colleagues, in her school patrons, in the children, extends her inspiration and vision to all whom she contacts.

Her indefatigable energy and singleness of purpose have made it possible for her to extend her service through extensive professional writing, through speaking at teachers' institutes and other educational conferences, and through leadership on statewide committees of significance in the formulation of sound educational policies.

In 1944, the California School Supervisors Association honored Miss Seeds by electing her President. It was the consensus that no one could better represent the high purposes of an organization devoted to human welfare, social progress, and competency in professional leadership because the purposes for which the organization stands have been the dominant bases of motivation in Miss Seeds' personal and professional life.

Corinne A. Seeds
Newly Elected President, C. S. S. A.

Corinne Aldine Seeds, who has taught in Los Angeles City and County Schools since 1919, was born in Colorado Springs, Colorado, and attended elementary school in that city. She received her high school education in Pasadena, California, and attended the Los Angeles State Normal School. Her B. S. and M. A. were obtained from Columbia University.

As principal of a Socialized Night School, Avenue 21, Los Angeles, from 1913-1919, Miss Seeds became intensely interested in after-school problems of children and young people, as well as in the education of adults of all cultures. She pioneered in the Americanization movement of 1911-1918, teaching English to in-coming Mexican laborers in box cars, to Italian mothers on front porches, and to the Japanese in their settlements.

From 1921-24 Miss Seeds was training-teacher in charge of fourth grade, Southern Branch of the University of California. She became principal of the University Elementary School of the University of California at Los Angeles in 1925. Later she was made Assistant Professor of Elementary Education in the University. She has guided the work in the pre-service training of teachers during the regular term of the University and the work in summer sessions.

CONFERENCE OF CALIFORNIA SCHOOL SUPERVISORS

The California School Supervisors Association and State Association of Supervisors of Child Welfare and Attendance held a four-day conference at San Jose, California, October 22-25, 1944. Dr. Walter F. Dexter, State Superintendent of Public Instruction for California, called the conference on Direction and Improvement of Instruction and on Child Welfare.

A full program of general sessions and group discussions was provided by Roxie E. Alexander, Director of Elementary Education, Vallejo public schools, and president of the California School Supervisors Association, and by Mrs. Maud Fithian, Supervisor of Child Welfare and Attendance, Sacramento, and president of the California Association of Supervisors of Child Welfare and Attendance.

This meeting of the supervisors of education, child welfare, and attendance has developed into the most important annual educational conference in California due to the years of development of a state supervisory system under the guidance of Miss Helen Heffernan, Chief, Division of Elementary Education, State Department of Education. Because of the close cohesion of these supervisory forces and their unanimity of purpose in seeking to adopt the best of educational practice, these yearly meetings have been an important factor in achieving uniform advancement in education throughout California. The type of group discussions with discussion leader, psychological consultant, and recorder, with a statement in detail of a specific problem for consideration, did much to clarify matters under discussion. The aim of these meetings was to attempt to define more clearly into actual school day happenings the how and wherefore of school democracy in action. This was considered to depend upon participation of school administration as well as of teacher and pupil and community.

State Superintendent Walter F. Dexter outlined the purpose of the Survey of Education in California. This survey by Dr. Streyer of Columbia University looks toward the planning of the state superintendency upon an appointive civil service basis. The new plan would call for a State Constitutional Amendment, since the State Superintendent of Public Instruction is now elected, and the office is provided in the State Constitution.

The roster of speakers and discussion leaders was a poll of the outstanding educational leaders of the whole state. The dominant theme of the convention was set by an out-of-state speaker, Dr. Daniel A. Prescott, Head, Collaboration Center on Human Development and Education, School of Education, University of Chicago, in his opening address on "The Meaning of Democracy in Action." In subsequent group discussion sessions he continued this same theme.

San Jose with its municipal center of Spanish motif in the Cure Auditorium made an admirable meeting place. For a war-time meeting the Conference had more of the feeling of a big-time meeting than usually occurs in these war days. This impression of a larger meeting than scheduled came from the fact that a great number of superintendents of schools and district superintendents were present. Moreover, Santa Cruz County and other areas had taken the opportunity of the proximity of the meeting to make attendance satisfy the yearly county institute attendance. The hallways of the municipal auditorium adapted themselves admirably to the exhibits of publishers and school supply men, of whom 29 were represented. The fact that exhibits were more widely resumed than usual was perhaps due to the fact that wartime travel had practically precluded the appearance of salesmen in many areas.

Considered an outstanding address of the meeting was the talk of Miss Helen Heffernan, Chief, Division of Elementary Education, State Department of Education, in which she made a plea for greater financial aid to the rural schools of the country. She stated that while 31 per cent of the nation's children are in rural schools, they receive only 9 per cent of the national school income. Unless something is done to help the rural and village areas, she warned, educational opportunities for half the nation's children will be curtailed.

In the election of officers for the following year the California school supervisors chose the following: President, Miss Corinne Seeds, principal of the University of California at Los Angeles Training School; vice-president, Miss Elga Sherer, supervisor of elementary schools, Long Beach; second vice-president, Miss Philoma Goldsworthy, art supervisor, San Jose city schools; and secretary-treasurer, Leonard Grindstaff, director of elementary curriculum of the Santa Barbara city schools.

The Child Welfare and Attendance Association chose Charlotte Neeley of Pomona as president, Burtram Heryford of Mendocino County as vice-president, Mrs. Elsie Patterson of Riverside County as secretary, and Winton Smith of Santa Ana as treasurer. Mrs. Maud Fithian, this year's president, now fills the position of junior past president. Chosen to serve as the executive council with ex-officio members Dr. Lillian B. Hill, Chief, Bureau of Mental Hygiene, State Department of Education, and Mrs. Neeley, were Joseph Severe of Santa Maria, Raymond Jans of Oroville, Mrs. Evelyn Hunter of Eureka, and Reid Bullock of Vallejo.

NEW SCIENCE TEXTS PROVE INTERESTING

Reprinted from the Stanislaus County Schools Bulletin

The new series of science books recently issued to all schools may well be classed with the books that children love, especially those of the primary and intermediate grades.

The lovely, colorful illustrations would intrigue children, even if there were no interesting stories connected with them.

The authors, E. W. Frasier and others, are to be congratulated on the material so well suited to the interests of children.

The series begins with a pre-primer, *We See*, with full-page pictures of animals, day and night time, seasons, and weather, with only one word to a page, except the last few pages.

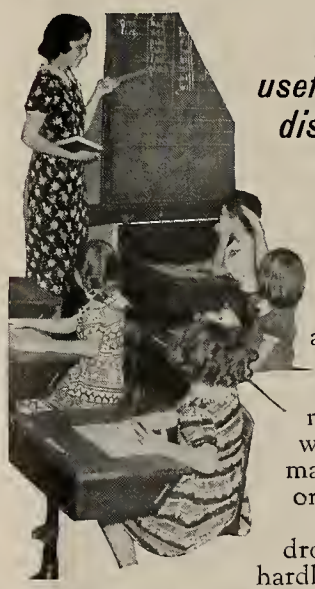
A primer, and a text for each grade follows—except for grades five and six which are promised at an early date.

In addition there is a book, *Insect Stories*, and another *Seashore Life*, ordered on the basis of one per teacher for each school.

One could hardly help putting on a fine science program with these aids.

The material is such that a text may well be used in a grade or even two grades above that designated and all children will enjoy the pictures and stories in the books.

San Diego City Schools, under Superintendent Will C. Crawford, are continuing to increase greatly in enrollment. There are over 2000 more pupils registered this year than last. Fifteen hundred of the increase has been in the elementary schools. The school population at the first of the school year was in the neighborhood of 43,000, from kindergarten through the 12th year. The adult education program caters to around 5,000 people per year. The certificated personnel has reached 1376 this summer. Of new teachers, San Diego has some 250 this school term, less than either the 300 of last year or the 400 of the year previous. Besides trying to keep up with providing enough classrooms for the increasing school population, Dr. Crawford and his staff are carrying on extensive curriculum studies. A series of curriculum workshops has been programmed. Just completed has been one of the problems of reading in all of its phases. A spelling workshop is now in progress, and in January a workshop in arithmetic will be started. The outcome of these workshops is to come to some common agreement as to methods, subject matter, and presentations of how to achieve the best results in the teaching of the fundamental skill subjects.



A useful, helpful discovery to aid mental alertness

A mentally active person like yourself must get terribly annoyed when at home marking papers or reading, you become so drowsy you can hardly stay awake. But chewing some healthful, refreshing Doublemint Gum then ought to keep you alert.

It is not when a person is stimulated and under pressure that you get drowsy but rather when there's a lull or letdown. Then's when it's found that chewing Gum seems to wake you up and aid concentration. Clerical workers for years have known this. Our fighters report a similar discovery. So it is, chewing Gum today is being looked upon as a useful, helpful on-duty necessity. And, this may be worth your remembering some day.

Just now all our limited production of wholesome Doublemint goes to our fighters. That is because we can't get enough quality material to make enough of this quality Gum to go around. But when we can, we will again serve everyone. Y-256

Library News

Edited by MABEL R. GILLIS, State Librarian

CALIFORNIA LIBRARIES GIVE VARIED SERVICE

In the Fall, 1944, issue of *Journal of American Association of University Women*, Julia Wright Merrill, Chief of the Department of Information and Advisory Services, American Library Association, writes: "With demobilization under way, even though the end of the war is still not in sight, libraries are supplying information and materials on all agencies serving veterans and workers in war industry; on job opportunities, training requirements and agencies; on personal and family adjustments. They are watching industrial trends and strengthening their technical collection to meet the needs of local retraining programs. Libraries are planning for their own postwar development, and stimulating interest in community, state, national, and world planning. Readers' advisers and field workers in adult education are giving individual guidance in continuing self-education, are planning study and discussion groups and film forums, and are relating reading to the programs of educational, civic, labor, and other groups. Other specialists are guiding the reading of children and young people. The staff as well as the books are going outside the library walls, and show windows in main libraries and branches are luring the passerby inside."

Miss Merrill's information has been gathered from libraries all over the country, but an examination of the records of California libraries shows that the librarians in this state are carrying on activities in line with Miss Merrill's summary of present library objectives. The following examples have been taken largely from annual reports on file at the State Library.

Hours and Service Extended

Library hours have been extended in many communities in order to accommodate the war workers and service men and women. Lending rules have been simplified, also, so that new residents in a community are able to borrow without having guarantors or paying non-residence fees.

There have been some reciprocal contracts for exchange of service without payment of fees in some of the large public libraries in Los Angeles County. For instance, Los Angeles has entered into such contracts with South Pasadena, Alhambra, and Glendale. Alhambra and South Pasadena, also, have reciprocal agreements. Due to the gasoline rationing and fewer free hours, libraries have adopted such plans as automatic renewals, especially for borrowers living a distance from the library, and increase in the number of books allowed on library cards. Every effort has been made to facilitate library usage even under difficult conditions.

Another way of making the books more easily available to borrowers has been adopted by many libraries which mail books out on request. The Orange Public Library does this and pays the postage one way, the borrower paying the return postage. This is especially appreciated by those who live in the outlying districts of the town.

A very fine co-operative undertaking has been entered into by the McHenry Library in Modesto, the Modesto High School Library, and the Modesto Junior College Library. The three libraries issue mimeographed lists for distribution at the various local forums, club lectures and other public meetings. The lists are mimeographed. This practice is stimulating the circulation and reference room use at all the libraries. The lists are on timely subjects — "Youth and Recreational Planning," for example.

Information About and For Veterans

One of the very interesting projects in connection with demobilization has been a series of lectures for the staff of the Sacramento City Library. The lectures were on the various phases of work in connection with the returning veteran. These talks were not given with the idea that the City Library staff would actually do counselling or enter into any rehabilitation work, but so that they would be aware of the problems involved and thus better able to suggest books to social workers and to the veterans themselves. The four lectures were given by experts in the fields of psychiatry, rehabilitation, and veterans' administration.

Because of the increasing demand for information by returning veterans the San Francisco Public Library has organized a Veterans' Information Service. The purpose of this is to direct service men to the proper agencies established in the city to care for their needs in adjusting themselves to civilian life. A directory of services has been organized and issued as an official handbook by the San Francisco Coordinating Council for Veterans Services. The Public Library keeps in close touch with the Council, and there is fine co-operation among the various agencies.

An eight-page booklet issued by the San Bernardino County Library is addressed to the returning veterans in this way, "The San Bernardino County Libraries welcome you! Out of One Army into Another" with little sketches of the man in uniform and then as a civilian worker. Inside is a brief listing of types of material available followed by short annotated book lists. The names of all the branch libraries are given on the back cover and the address of the headquarters library. This booklet is being widely distributed.

The San Diego Public Library continues its War Information Desk which is maintained in the lobby of the main library building. Also there is an adult education desk maintained by the San Diego Council of Education and the city schools. These two services, war information and adult education, co-operate constantly. The library also does a great quantity of publicity work in order to make its services known. For instance, during the past year 445 articles have been published in newspapers, bulletins and magazines. These include 29 articles in local magazines and five in national magazines. Besides many talks made at local clubs, the radio is extensively used for announcements and interviews.

In order to accommodate working mothers who can call only in the evening for books for their small children, a mother's shelf is maintained in the adult room of the Lodi Public Library. The librarian of the San Luis Obispo Public Library has made a visit to the Recreation Center of the American Red Cross in a hospital for convalescent soldiers. She read a story and this was followed by a discussion on books.

In South Pasadena the War Price and Ration Board has been housed in the library art room which has its own outside entrance. Emphasis in book buying has been placed upon collections for postwar planning, rehabilitation and vocational aid for the handicapped, on adult education and the prevention of juvenile delinquency.

Emphasis on Post-War Planning

The Berkeley Public Library devotes a corner in the main reading room to the subject of Post-War Planning, with emphasis on housing, vocations, rehabilitation and employment. This library is also strong in its publicity work, running weekly newspaper book commentaries, making talks to various organizations, and participating in weekly radio broadcasts entitled "This Is Your City." The exhibit cases at its main library and one of its branches have during the past year contained twelve different displays consisting of material borrowed from library patrons, the Red Cross, A. W. V. S., the Ration Board, and evening school craft class.

The Oakland Public Library has given continued and increasing service to representatives of war industries, governmental agencies, and local organizations dealing with problems of war congestion. One of its methods of giving publicity to pertinent library material at the moment has been a list on post-war planning on the local level, mimeographed and mailed to every member of the Mayor's Committee on Post-War Planning.

Richmond, as one of the centers of ship building activity, has increased enormously in population. Under the impact of an estimated 18,000 ship builders' children, the library shifted its emphasis temporarily in book buying policy from technical books to children's books. The boys' and girls' room at the main library was opened in the morning to accommodate children in the afternoon shift at school. One branch library established to serve federal housing units circulated in a year 18,011 books, periodicals and pictures to war workers and their families.

Some Special Services

The Long Beach Public Library has taken over one special service during the year which is unusual and interesting. The telephones of the ration boards are unlisted and through arrangement with the ration boards and the telephone company all requests for ration board numbers are referred to the library, with the statement that the library may be able to answer their questions. Ration board phone calls average over ninety per day, about 85 per cent of which the library was able to answer. Another interesting activity of this library is an attempt to make its services known by house to house visiting in new districts.

The Los Angeles Public Library has assembled indexes, aptitude tests, and occupational material for use of demobilized fighting men and civilians seeking new work. The service so far has been mainly with counselors of the U. S. Employment Service who have cards of introduction to give to their applicants. These cards direct the applicant to the proper department of the library for the information they need.

The importation of thousands of Mexican nationals to help with the crops has opened up new opportunities in library work. The Fullerton Public Library which has a beautiful modern building gave space for a Mexican nationals class in English instruction. It was held under the supervision of the Adult Education Department of the local high school. The library supplied books and pictures for this class as well as for other classes in the vicinity. Lists of the library's books in Spanish were furnished all near-by camps of workers. As no teacher was at first available at one of the near-by camps, the librarian herself organized and gave the first lessons to a class of sixty-five nationals there. Napa County Library bought a special collection of Spanish books for the Mexican laborers and their employers. Orange County Library and others gave service to the Mexican nationals either by purchasing or borrowing books for their use.

Exhibits and Book Lists

The Monterey Public Library has had an innovation during the past year in a window display on the main street of town. This display is changed every week or ten days. The downtown exhibit has drawn many readers to the library which is a few blocks from the main street.

Santa Cruz Public Library has had an exhibit of material on self-education for veterans, and refresher material on occupations. The librarian assisted in a city and county survey of residents as to needs and plans for the post-war period. The librarian acted as chairman of the committee for the accumulation of the statistics. The librarian also conducted a fifth group in current events through books emphasizing China, Russia and post-war aims. Meetings were held monthly.

Among the recent book lists issued by the Los Angeles County Public Library are those on the following subjects: "Preparing for Permanent Peace," "Economic Reconstruction," "Become a Nurse," and "Our Island Allies." For the young peo-

(Continued on Page 12)

Watch Pupils' Interest Rise with the New

BETZ EVERYDAY JUNIOR MATHEMATICS

New series by an outstanding authority combining development of *fundamental skills* and *mathematics sense*. Makes mathematics live by tying it to life. Fine re-building course in arithmetic *in each book*. Book One, just out; Books Two and Three, to come. Junior-high-school or upper-elementary level.

BEST-LIKED LITERATURE

Broening-McGregor
Koos-Kefauver

New books of readings for teen agers featuring fresh, unhackneyed selections, prose and poetry; pictures that really illustrate; excellent learning aids. Much modern material but some well-loved favorites. Books One and Two, just out; Book Three, to come.

Ginn
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45 Second Street
San Francisco 5

Book Reviews

From the World Book Company

ARITHMETIC FOR YOUNG AMERICA by John R. Clark et al. Prices: Grade Three, $.96; Grade Four, $.96; Grade Five, $.96; Grade Six, $.96; Grade Seven, $1.00; Grade Eight, $1.08. Recognition of the now general agreement that it is more important to emphasize fundamental principles of arithmetic than to demand mastery of rules and shortcuts is fully given in this new series. From concrete, meaningful experiences, the child moves smoothly and easily to abstract ideas of number. He gains a working knowledge of space, size, form, and quantity, and acquires arithmetical generalizations that are essential to success in number. Emphasis is on interrelationships, on arithmetic as an organized system of related ideas. The pupil is led to use his knowledge of one concept or process to help him understand another. The authors have been truly resourceful in capitalizing upon the experiences of boys and girls. The books are easy to read and the colored illustrations, of great liveliness and charm, are all well chosen for the grade level.

HUNDRED-PROBLEM ARITHMETIC TEST by Schorling - Clark - Potter and FUNCTIONAL THINKING IN MATHEMATICS by Foust-Schorling. The HUNDRED-PROBLEM test is in alignment with the best current practice in arithmetic teaching and is standardized on a comprehensive national population. Designed to survey computational abilities in the basic skills of arithmetic in grades 7 to 12 inclusive, it provides a standard measure for us in the classroom as well as in business and industry; it may be used for high school graduates, in college, or in any vocation where computational facility is a requisite. FUNCTIONAL THINKING IN MATHEMATICS is a new-type test which strikes at the very core of all mathematics, i.e. relationships or dependence. It measures the student's power to handle mathematical relationships independent of computational facility. Since there is now a strong emphasis on this aspect of mathematical ability the test to measure pupils' power in this area will have wide recognition and interest. A well-rounded picture of mathematical aptitudes and abilities can be secured by administering both of these tests. The two measures of mathematical ability give clear-cut information for diagnosis, guidance, and the student's record of achievement.

LIBRARY SERVICE

(Continued from page 11)

ple there are lists of books to read aloud to younger boys and girls and one especially for the teens.

The Kern County Free Library has prepared a bibliography for the use of returning veterans to be distributed by the U. S. Employment Service. During the past year this library gave a series of fifteen minute radio programs entitled "Making Books Work."

The San Mateo County Librarian specializes on work with P. T. A. groups, both county-wide and local. The library compiles a list of books used by the P. T. A. during the school year and includes titles the parents can recommend to their children for reading. The librarian gives many talks before clubs on books and reading.

All California librarians are keenly aware of their present opportunities and responsibilities and every library is the center of constant activity to bring its services to the attention of all users both actual and potential. The instances quoted are typical and can be duplicated in all sections of the state.

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YOU AND YOUR GOVERNMENT has received the unanimous recommendation of the California State Curriculum Commission and has been adopted by the State of California as a basic text for seventh and eighth grades.

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San Francisco, California

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The Western Journal of Education.

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SAN JOAQUIN VALLEY SUPERINTENDENTS ATTEND CONFERENCE IN FRESNO TO HEAR OF STRAYER REPORT

Tulare County Schools Bulletin

Left to right: Theo. R. Nickel, Tulare County; Thomas B. Price, Mariposa County; C. S. Weaver, Merced County; Dr. George Strayer, Director of the Survey; Howard Rowe, Madera County; Walter Martin, Fresno County; Gerald Jacobus, Kings County.

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January, 1945

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THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made for themselves a real profession in California.

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The WESTERN JOURNAL *of* EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Morris Wagner W. M. Culp Mabel R. Gillis
Irmagarde Richards Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

Education in California is again on the march. The passage of Amendment No. 9 last fall, which makes the lowest salary that may be paid an elementary teacher in city or rural school $1800 a year, probably puts California in the ranks as the best overall paid teaching group in the country. While many areas of the country have much greater wage schedules, we know of no state that as a whole has attained such a state-wide basic minimum salary scale mandatory by Constitutional Amendment.

The decision of the United States Government to return American Japanese citizens to their former homes in California has had decided effect upon the school people of the State. The first of the year Dr. Walter F. Dexter, State Superintendent of Public Instruction for California, called a hurried meeting in Sacramento of the county superintendents of schools, district superintendents, and representatives of the larger cities. Discussion of the problem showed that in some areas there was likely to be no trouble, while in others it was forecast. While a good many areas of California are affected, the greatest numbers of Japanese citizens resided in Los Angeles City and County. In fact, the percentage of evacuees were three-fifths from Los Angeles City and County alone. What makes the problem doubly difficult for both Los Angeles City and San Francisco is the fact that the homes evacuated by the Japanese have been filled by colored workers mostly from the Southern States. And there is no housing to accommodate the colored workers if they have to vacate the former Japanese quarters. On the whole, educators consider that little trouble will come from the children of the white and Japanese themselves. If it does arise it will be from the prejudices of the adults.

Economics, as usual, is behind the scenes. California is now getting a touch of the Negro problem, which is aggravated by the fact that most of the trouble is caused by southern whites, who are war-workers also, brought in for the emergency, and who resent the freedom of action accorded the colored workers. The problem is foreign to California thinking, and its solving is still in the future. Dr. Vierling Kersey, superintendent of Los Angeles city schools, Dr. C. C. Trillingham, Los Angeles County school superintendent, and Dr. Curtis E. Warren, superintendent of San Francisco schools, are depending much upon committees of citizens for inter-racial unity to do much to persuade people to accept the situation philosophically. Dr. Dexter reminds school officials that they are pledged to support the Constitution, and that both federal and state constitutions require them to admit children of Japanese ancestry to classes exactly like any others.

* * *

Another most noticeable public education advancement in California during these war years of population growth and increased state school funds has been that of the professional growth of the county school systems of the state. There was a time when the county superintendent of schools was just a cursory visitor throughout his county and when his acts of professional guidance were most meager or non-existent. Now, most of the county school systems are as thoroughly organized as the most efficient large city system with assistant superintendents, supervisors in various fields, directors of health, attendance and guidance, school nurses, and whatever is called for in the way of professional guidance. All this has been made possible by increased state funds and the professional advice of the State Department of Education backed up by the education departments of the various universities and teacher colleges of the state. The almost universal expansion of the whole county group in the field of public relations has been one of the reasons why the school people of California have had the support of the voters. Practically every county in the state now puts out a monthly educational bulletin calling to the attention of the voter what is going on in education in his particular county. This makes available live material to both the public and the public press, which may expand pertinent material first provided in the school bulletins.

* * *

Dr. John S. Carroll, superintendent of San Diego County schools, has had the opportunity of carrying on the greatest educational professional program of the past few years of any county school system in California. This has been due to educational foresight and has been made possible by the tremendous increase in funds caused by the fact that the population of the county has almost doubled during the past four years. This past year has seen a vast expansion of the county supervisory program with eight of the county schools of over 300 enrollment contracting with the county for supervisory services. Districts coming under this new arrangement include Cajon Valley Union School District, John A. Montgomery, district superintendent; Chula Vista Union School District, J. Calvin Lauderbach, district superintendent; Coronado Unified School District, Robert C. Titus, superintendent; Escondido Union School District, C. Delmar Gray, district superintendent; Lakeside Union School District, Edward H. Carender, district superintendent; La Mesa - Spring Valley School District, David H. Barnes, district superintendent; Lemon Grove Elementary School District, Byron L. Netzley, district superintendent; Oceanside Elementary School District, Jack R. Tenney, district superintendent.

The prime purpose of this contracting by the larger schools was to bring the

whole county school system of both small and larger schools into closer cooperation and uniformity of improvement of classroom instruction. A number of existing pertinent circumstances that caused the district superintendents to favor strongly the need for coordination services were as follows: (1) over-crowded classes and the increased demands upon the classroom teacher; (2) essential war-related activities assumed by superintendents, principals, and teachers—activities which regardless of their importance to the war effort, make the teacher-learning situation more difficult of accomplishment; (3) teachers new to the county and state who are in need of assistance in adjusting to local methods; (4) shifting school population and attendant problems which make the teacher's job more arduous and difficult; (5) increased attention to public relations demanded of superintendents and principals and hence, the need for competent assistance in working closely and directly with teachers and children in the classroom; (6) and the need for continuous and long-term effort at coordination of curriculum problems in the schools of the county as a whole. The elementary coordinators work with the teachers and administrative heads of each district on those problems which are most urgent in each of the schools to be served. Coordinators spend from one to two days per week in the several school districts. The remaining day and a half per week is given to the study of curriculum problems for the whole county under the direction of Francis L. Drag, Director of Curriculum, Deputy Superintendent in the Office of the County Superintendent of Schools. The major activity now under way is the preparation of a county guide to teachers, or course-of-study material to be used by the elementary schools of the county.

To carry out this work four new elementary coordinators have been added to the curriculum department staff. These include Mrs. Leslie S. Beatty, Miss Kathryn V. Feyereisen, Miss Olive L. Thompson, and Mrs. Mildred S. Zinn. A further addition to the county staff as a specialist in speech and hearing has been Miss Ciwa M. Griffiths formerly of the California State Department of Public Instruction.

Miss Olive Thompson has been assigned as elementary coordinator for Escondido, Oceanside, and Lemon Grove. Miss Thompson comes to San Diego County from the National College of Education at Evanston, Illinois, where she was director of primary education and college instructor. Previously, Miss Thompson served at Eastern Illinois State Teachers College as supervisor, and for a number of years was a teacher in the Minneapolis, Minnesota, public schools. Miss Kathryn Feyereisen is serving as elementary coordinator for Coronado, Chula Vista, La Mesa, and Lakeside Districts. Miss Feyereisen has served during this summer as critic teacher in the fourth grade of the University School at Ohio State University, and has been for the past seven years in the Des Moines, Iowa, public schools. Mrs. Leslie S. Beatty, former primary supervisor, and Mrs. Mildred S. Zinn, departmental supervisor, both of the Cajon Valley Union Elementary School, will this year serve as elementary coordinators out of the Office of the County Superintendent and are assigned full time to the Cajon Valley Union District under the direction of Superintendent John A. Montgomery.

A further activity of the county school department has been to make available to schools and teachers of the county monographs prepared by teachers and principals of the county and edited by the county curriculum staff and also, monographs prepared by the staff itself. In the secondary field Dr. Clarence Fielstra, Director of Secondary Curriculum has already issued monographs in the field of secondary mathematics, social studies, and science. The science monograph was just issued the first of this year. These monographs were prepared after much discussion by committees of teachers of the subjects from high schools of the county.

In the elementary field one of the most prominent monographs has been that of a *Guide to Selected Topics in California State Textbooks, Grades Three-Six, San Diego County Schools* prepared by Mrs. Emma D. Pelko, teacher in the Rancho Santa Fe Elementary school. Other publications include: *Integrating A Marking System With An Educational Philosophy* by Donovan F. Cartwright, superintendent of the San Dieguito Union High School District; *Balanced Opportunities* by A. G. Reader, chairman, Postwar Planning Committee, San Diego Chamber of Commerce; *Critical Issues in Administration and Curriculum with Recommendations for Education in the Postwar Period* by members of Education 301, Seminar in Education for Postwar Reconstruction, Stanford University; and *Reporting Pupil Progress in the San Diego County Schools* by Francis L. Drag, San Diego County Curriculum Coordinator, Director of Curriculum, Dr. Robert M. Griffin, Elementary Coordinator, Deputy Superintendent, Dr. Clarence Fielstra, Secondary Curriculum Coordinator and Miss Margaret Van Voorhees, General Supervisor.

✓ ✓ ✓

The problem of state aid for public education has made great headway in such states as California and New York. Now many others are considering laws that would put such aid into effect. One of the latest states to consider such a move has been Iowa, and a movement sponsored by schoolmen and trustees and board of education members is on also in Oklahoma for an increase in present state aid. In Iowa, for two years a seven-member school code commission, named by the last legislature, has been working on a complete revision of Iowa school laws. It has drafted a set of bills that soon will be presented to the state legislature. A major recommendation is for a generous degree of state aid, which has hitherto been a very minor source of school revenue. Under the proposal the state would pay to the local school district $11 for every grade pupil and $19 for every high school pupil. The estimated cost to the state would be about $10,000,000, or approximately one-fourth the present cost of school maintenance.

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The tremendous drop in enrollment in Teacher Colleges, especially those training for the elementary field, is causing educators to fear a more drastic shortage of elementary teachers a few years hence, when the current crop of youngsters in tremendous increase become of school age. In Massachusetts the eight teacher training institutions have lost 43 per cent in enrollment since 1938, and other states have lost as much or more. As usual, the smaller cities and towns and rural areas will be hardest hit, as now, by the shortage. While they are now compelled to accept substandard teachers, there is even the supposition that there will be a lack of even those poorly equipped for the teaching field.

✓ ✓ ✓

Pennsylvania, which established by State Legislature a Teachers' Retirement System two years ago, now has enrolled 11,686 teachers in the system.

Western School News

Edited by MORRIS WAGNER

SAN MATEO COUNTY HOLDS UNIQUE INSTITUTE

Pansy Jewett Abbott, Superintendent of San Mateo County schools, introduced an interesting innovation in Institute sessions at a meeting held recently in the Sequoia Union High School auditorium in Redwood City. At the invitation of Miss Abbott the two speakers, Miss Helen Heffernan, Chief, Division of Elementary Education, and Dr. Frank B. Lindsay, Chief, Division of Secondary Education, sat across a table from each other and conducted their discussion of current interests and problems in education with the delightful appeal and informality of a private conversation on which the audience had the good luck to "listen in."

It was interesting to note that human values in education and the idea of education for all the people predominated over discussion of techniques in educational training. "What makes a nation great" was the starting point of the conversation, to which the prompt answer was "people, not things, make a nation great." Miss Heffernan stated that in preparing for the post-war period we are talking in terms of things and money only. She stated that we should remember there is a tremendous power in education, and emphasized the reality of that fact as it has been used by the Nazis to educate for ruthlessness and desire for power. Dr. Lindsay made the point that "We are in grave danger in secondary education of placing too much emphasis on science and vocations without placing any emphasis on the understanding of human values." The success of Proposition No. 9, Miss Heffernan said, has for education a moral value which is higher than the $15,000,000 that the measure will provide.

Another point emphasized in the discussion was that America's biggest job is educating 25,000,000 young people, and that when criticism is hurled at present methods of teaching, it should be remembered "G. I." education, highly commended as it has been, is not truly education. It is merely reducing a situation to its bare essentials and developing specific skills in relation to a particular job. Moreover, the educators who were able in the face of an emergency to set up the needed G. I. training are the very same people who have directed our peacetime educational program. If it had been desirable in peacetime to reduce all education to simple "G. I." standards, this could easily have been achieved, a point too often overlooked by those who are carried away with a false sense of the "superiority" of "streamlined" G. I. training.

When the conversation turned to the inevitable subject of juvenile delinquency, Miss Heffernan related an interview she had had with a probation officer who made the criticism that educators do not pay enough attention to individual instruction. When she asked him what his idea was of case load in classes, he replied "15," to which Miss Heffernan returned that actually teachers carry a load of from 45 to 60. She received a spontaneous hand from the teacher audience when she declared with emphasis that "*juvenile* delinquency is not the correct term, what they should say is *adult* delinquency!"

Miss Heffernan referred to the significant facts that have been brought to light by our selective service system. Constituting great cause for concern are the facts that 5,000,000 men out of 22,000,000 examined were declared physically unfit, that many of these were rejected because they were emotionally unstable, and that 250,000 were discovered to be actually illiterate. Dr. Lindsay stated that these facts are for all citizens to consider fully as much as school people.

A summarizing point made by Miss Heffernan was that we must be concerned with adequate standards of education for the country as a whole and that the safeguard of our democracy in the future is the education we provide. Educators should now give thought to the expansion of all educational services to meet the needs of children on a twelve-month basis. This would mean providing the leadership which will coordinate all of the activities of the community in terms of a twelve-month program for children and youth.

In opening the program Miss Abbott had introduced Senator Harry L. Parkman, who paid high tribute to the schools of the county and particularly to Roy Cloud for his efficient work in the Senate in behalf of the schools. He stressed the position of confidence and friendship which Mr. Cloud holds among the members of the Legislature. Mr. Cloud, following Senator Parkman on the program, received a heartwarming welcome from the audience. Referring to his work in school legislation, Mr. Cloud stated that Senator Parkman and Harrison Call were the two representatives in the Assembly who had voted 100% right on every school question.

A resident of Redwood City, Mr. Cloud began his educational career in San Mateo County and was from 1907-1925 county superintendent. Following this position he was superintendent of the Redwood City schools until he assumed his present position as Executive Secretary of the California Teachers Association. Roy Cloud is much beloved in the county personally as well as for his able work in behalf of the schools. One bit of interesting history that he recited in his talk was the fact that at his first county institute in San Mateo there were 72 teachers present, whereas at the present meeting there were 900.

The San Mateo County educational program today, under Superintendent Pansy Jewett Abbott, is one of the finest in the state. An important factor contributing to the success of this program is that Superintendent Abbott has made it a policy to take citizens of the county into fullest consideration in developing the program. She has always been mindful of the need to present this program to various civic organizations and lay groups who understand and sympathize with the schools' problems and who are more than rewarded for their cooperation by the results of the effective program which Miss Abbott maintains.

Dr. E. Wilson Lyon, president of Pomona College, has been named Provost of the Claremont Graduate School for a term of three years. This is a part of the reorganization of Claremont Colleges by the Board of Fellows. The reorganization eliminates the presidency for the Graduate School. The presidents of Pomona College and Scripps College will alternate in three-year terms as Provost. The Graduate School at Claremont has also been given a new legal name, Claremont College. The popular name "Claremont Graduate School" is to be continued, however, even on stationery and notices. The faculty of the Graduate School is still to be headed by a Director of Studies as in the past. At present, Dr. Kenneth Duncan is Director of Studies. The director's term of office is also three years.

SAN JOAQUIN VALLEY SUPERINTENDENTS HEAR THE STRAYER REPORT

San Joaquin Valley county superintendents met recently in Fresno in one of the many conferences which Dr. George D. Strayer of Columbia University has held throughout the state to discuss proposals of the Citizens' Advisory Committee on Readjustment Education. Dr. Strayer, Consultant to the Committee, has been meeting with representatives of every educational group and laymen groups as well to discuss, first, the survey made by the Committee of the administrative set-up of the California school districts, and secondly, suggestions for improvement through reorganization of administrative areas and through increased financial assistance from the state.

The survey and resulting recommendations were made at the request of the Legislature which provided funds for the school survey as one section of the overall work of Governor Warren's State Reconstruction and Reemployment Commission headed by Colonel Alexander Heron. Dr. Walter F. Dexter is chairman of the Citizens' Advisory Committee on Readjustment Education. Dr. W. R. Odell, superintendent of schools, Oakland, is executive vice chairman of this committee, and directed the field trips through which Dr. Strayer's work throughout the state was accomplished.

Tulare County is an example of how the proposals of the Strayer survey, if approved, would work to the advantage of a large rural county, for under the Strayer proposal for equalizing educational opportunity of rural children by means of increased state aid to schools with low assessment rolls, Tulare County would receive over $300,000 a year. This sum is determined through a formula based upon the total wealth of the district and a calculation of the number of children to be educated.

The *Tulare County Schools Bulletin* comments on the Strayer study:

"The Strayer study is undoubtedly the most important attempt, in recent years, to correct defects which have accumulated in our educational program and to set up the conditions whereby continued progress can be made. Educators should study the proposals carefully and make known to their legislators what they think of the proposals both individually and through the professional groups to which they belong."

LEGISLATIVE PROPOSALS FROM THE CITIZENS' COMMITTEE ON READJUSTMENT EDUCATION

By Dr. George D. Strayer

Reprinted from the California School Trustees Bulletin

Since the latter part of July last, studies on the organization, administration, and financing of public education in California have been under way. A large number of professional workers and of laymen have participated in the development of the recommended legislation. Members of the School Trustees' Association have been present at many of the conferences held and have contributed to the development of the program of legislation.

Changed Social and Economic Conditions Demand Changes in the Schools

The State of California is confronted with an unusual demand for the development of its educational system due to the fact that it is increasing rapidly in population and in the development of its industrial areas. Those who have come to the State from other parts of the country in most cases expect to continue to live in California. During the war period there has been a great increase in the number of births. There is every reason to believe that the school population at every level will greatly increase in the years which lie immediately ahead.

There Will Be Need to Develop the Program of Education at All Levels

In California, as elsewhere, there should be a recognition of the need for provision for younger children. The State should lend its support of kindergartens as certainly as to elementary schools. The program of elementary education must be more completely adjusted to the needs and capacities of all boys and girls. Special opportunities must be provided for those who are handicapped. The secondary school program must be expanded to provide for the education of all youth. There will be need to develop a more meaningful program for those who are not academically minded. Significant work experience should be offered as a part of the program for education for all youth. For all boys and girls in the secondary school period, there will be need for a more adequate program for guidance and counseling. The program of education beyond the high school, in junior college and in adult classes and schools, will have to be expanded. There is every expectation following the war that there will not be many jobs for young people under twenty years of age. Adults in very large numbers will have to be given an opportunity to prepare themselves for new occupations.

The Education of Veterans Will Soon Be a Major Responsibility

One of the most important of all the problems facing the State at the end of the war will be that of providing education for men and women discharged from the armed services. It is expected that the cost of the education and training of veterans, whether in high schools, junior colleges or in colleges and universities, will be provided at federal expense. Whether or not the federal government pays the bill, the job will have to be done by California schools. The prospect is that there will be a large number of men and women, possibly as many as fifty to one hundred thousand, for whom this service will have to be provided. The educational program for veterans will be varied. Some of them will want to complete a high school course. Many will want that type of vocational education which will lead to economic independence at the earliest possible moment. Some of them will wish to complete college courses or to engage in professional study. Many will wish to continue to live in rural areas, and for them special opportunities will have to be provided. The State must not fail to make generous provision for those who have fought for the maintenance of our way of life.

The Problems to be Met in the Post-War Period Call for Better Organization, Administration, and Financing of the Schools

Even a rough sketch of the problems confronting education in California now and in the post-war period makes clear the desirability of taking action to provide the best possible organization, administration, and financing of the school. The highest type of leadership in the State demands the professionalization of the office of State Superintendent of Public Instruction. It will be highly desirable to professionalize the office of the County Superintendent of Schools. There is need for reorganization of many local units of school administration. The tax burden to be borne by local areas in support of schools should be equalized. It is because of these situations confronting the people of the State that after the full discussion of the problems involved, legislation has been proposed dealing with the adminis-

tration, organization, and financing of the schools. The major proposals will be presented to the Legislature in the form of constitutional amendments or bills to be enacted into law.

A Constitutional Amendment Dealing With the Office of State Superintendent of Schools is Proposed

It has long been established that the best way to secure the highest type of professional service is to place the responsibility in the hands of a board of education. This has been the pattern of city schools administration for more than one hundred years. Many of the states decided long ago that they could most certainly secure a high type of professional service by placing this responsibility for the selection of the State Superintendent in the hands of the State Board of Education. The constitutional amendment which has been drafted proposes a board of ten persons appointed by the Governor of the State to serve relatively long and overlapping terms. The amendment proposes that this board select the State Superintendent of Public Instruction and fix his salary. If the State office is to render the service which is required for the strengthening of the program of education in all areas, there will need to be an expansion in the staff of the department. The report of the Citizens' Committee recommends that money be made available to employ competent professional workers in the State Department of Education. These new positions are to be thought of as supporting those already established and supplementing the excellent work being done by those currently employed.

The Office of County Superintendent Should Be Professionalized

An amendment to the constitution is being proposed that will place in the hands of the State Board of Education the responsibility for determining the qualifications of those who seek the office of County Superintendent. These qualifications would not be required of those who are currently serving in the office of County Superintendent of Schools. They would apply only to those who seek to become eligible for the office who have not already served in that capacity. It is proposed as well, that minimum salary of three thousand dollars, shared equally by the County and State, be established. This is recommended since there would be little use in proposing qualifications for the office if there were not a provision for a salary above that now offered in some of the counties. This salary proposal carries the plan of participation of the State up to a total salary of four thousand dollars. Beyond this amount, it is proposed that the County pay all of the salary.

There's Need for the Reorganization of Many Local Units of Administration

The Citizens' Advisory Committee has recommended that the Legislature provide for the establishment of a State Commission on the reorganization of local units of administration, for ten regional commissions having responsibility for the allocation of areas within each of their regions to local committees for study. The fundamental idea back of the proposal is found in the work of the State Commission which shall set up the general plans and procedures to be followed, and in the work of local committees which are to study and report upon desirable reorganization in every locality throughout the State. After these studies have been made, the recommendations are to be passed to the State Commission for consideration, and when approved by the State Commission, sent back to each locality for action. After the people are convinced that they will have better schools by virtue of the reorganization proposed, it is assumed that they will vote in favor of the changes that have been recommended. If they are not so convinced, they will have an opportunity to vote against such changes.

The Burden of Supporting the Program of Education Throughout the State Should Be Equalized

In California, some districts are very poor, some are well to do, and some are wealthy. The relative ability of each school district can be measured by finding out the valuation of taxable property in relation to the number of children to be educated. In one school district in California there is as little as one hundred dollars taxable property back of each child in the schools. In many districts the average wealth back of each child will range from one thousand to three thousand dollars per child in average daily attendance. In other districts the wealth back of each child will range from six to eight thousand dollars to as much as twenty to twenty-five thousand dollars, and in extreme case, it will go much above this amount. It is clear that some communities must tax themselves much more heavily than others in order to provide the money necessary for the support of their local school system.

This variation in ability is true even when considered in relation to the support which the State now provides. The average cost of the Elementary School program in California is approximately one hundred and ten dollars per pupil in average daily attendance. The State apportionment during the current biennium was approximately sixty-six dollars. This leaves a large part of the cost to be provided out of local tax revenues. With the passage of Proposition 9, which provided twenty dollars more of support per pupil in average daily attendance, there is the possibility of developing a program of equalizing the burden of supporting the elementary schools among the several school districts of the state.

The recommendation of the Citizens' Advisory Committee proposes that no school district have a program that is less well supported than would be indicated by ninety-five dollars per pupil in average daily attendance. For school districts having fewer than ninety-five pupils in average daily attendance, it is proposed that a program for equalizing at a level which will provide $2250.00 for each twenty-six people or fraction thereof. In order to participate in the equalization fund, it is further proposed that each local district must levy at least a twenty cent tax. The equalization formula calls therefore for the following action:

1. The district is to receive all of the aid granted in the current biennium.
2. To the aid currently received, add the product of a twenty cent tax on ninety percent of the assessed value of property in the district.
3. The State to furnish the difference between the sum of 1 and 2, and $95.00.

The following presents an example of this method of equalization:

Let us assume that the following data apply: Average daily attendance (A. D. A.) 100. The foundation program is $95 per A. D. A., therefore, the amount of the foundation program is $9500. It is to this amount we must compare present State aid together with local resources. Present State aid would be about $6500. Local resources are determined by the assessed valuation of the district. Let us assume that the assessed valuation is $1,111,111. Ninety percent of this amount is $1,000,000. A 20c tax levied on this amount yields $2,000. Thus,

(Continued on page 12)

A NEW SCIENCE READER BY HARRINGTON WELLS

The author, holding a small "thresher" shark

Harrington Wells, well-known author of *Seashore Life,* which is one of the currently adopted supplementary science readers in the State of California, has written another book that will receive a warm welcome from all who are familiar with the scope and presentation of the earlier text. The new book, FISH AND FISHING, is also a supplementary science reader designed for upper elementary grades.

Widely recognized as a leading California specialist in elementary science education, Professor Wells can be relied upon not only to provide authoritative, well-organized factual content, but to present it in characteristically appealing style. Boys and girls read the Wells books for enjoyment as well as to learn science. The author writes in the same interesting, friendly, pleasantly informal style that has made him a popular speaker before many audiences of elementary school children.

In FISH AND FISHING the sequence of topics and breadth of coverage have been planned to emphasize fresh- and salt-water Pacific coastal forms, especially those found in California fishing areas. Interesting and ecologically important fishes found in other locations throughout the world are also included. Social science-science integration is featured throughout. For example the content includes the progress which fishing has brought, the importance of conservation, value of fish as food, as well as the scientific subjects of life habits of various kinds and strange types of fishes. Psychological appeal to youngsters is employed to full advantage in such chapters as the one which discusses the fun of having "Fishes as Pets" and those which describe the enjoyment boys and girls can find in simpler types of fishing for food and for pleasure.

FISH AND FISHING has exceptionally fine photographs, many of which were taken by the author himself. Photography being one of Professor Wells' many hobbies, he has developed to professional stature in this field also. The *Turtox News,* trade paper received by practically every biology teacher in the nation, has recently published some of Professor Wells' photographs. The January, 1945, issue carried a spread of his photos of "Big Trees" (Sequoia), and the December, 1944, issue contained a remarkable photo of the Cobra plant. Other photos will be published in subsequent issues.

Harrington Wells has for a number of years been Associate Professor of Science at the Santa Barbara State College, which has recently become Santa Barbara College, University of California. Long known as the director of the Summer School of Natural Science at Santa Barbara, he was recently appointed one of the three major institute discussion leaders under the developmental plan of the University of California now under way with relation to this unique summer science institute for teachers. In addition to a markedly successful career as a teacher of biology, Professor Wells has undertaken considerable graduate study in educational administration and supervision, holding the California state administrative credential in this field. Before joining the faculty of Santa Barbara State College, where he has specialized in teacher training, he had taught in the Oakland schools and in Long Beach Junior College.

Among the previous Wells publications are *The Teaching of Nature Study and the Biological Sciences* and *Tidepool Animals.* At present another professional book is in preparation, *Science Education in California Schools,* to be published in the latter part of 1945, by the Harr Wagner Publishing Company. This forthcoming volume will be an invaluable guide to teachers and supervisors interested in building up a comprehensive program of science education within California city and county systems, and to teachers-in-training who are searching for assistance toward becoming effective teachers of local science materials in public schools.

Professor Holland Roberts, for many years director of the Reading Center and the Communication Workshop at Stanford University and now educational director of the California Labor School, presented some analyses and specific proposals for reading development over Station KALW on the Counseling and Guidance Broadcast December 6.

Little, Brown & Company announces that it has recently decided to discontinue publication of school and college textbooks, including Atlantic Monthly Press textbooks, and has sold to D. C. Heath and Company of Boston its active textbook list.

Plans are under discussion between D. C. Heath and Company, Little, Brown & Company, and the Atlantic Monthly Press whereby textbooks issued by D. C. Heath and Company, which have trade edition possibilities, will be handled in trade editions by Little, Brown & Company; trade books or manuscripts originating at Little, Brown & Company and the Atlantic Monthly Press, which have textbook possibilities, will be handled in textbook editions by D. C. Heath and Company.

DR. GLENN L. LEMBKE JOINS JOHN C. WINSTON COMPANY

Dr. Glenn L. Lembke, formerly of Pasadena, California, is now the Editor-in-Chief of the Educational Department of the John C. Winston Company. The Pasadena Board of Education has released Doctor Lembke in order that he may assume his new responsibilities in Philadelphia on June 1.

Doctor Lembke has been with the Pasadena Schools for sixteen years, serving as secondary curriculum coordinator for the past seven years. He is a native Californian, a graduate of South Pasadena High School, Occidental College (A. B. and M. A.), and New York University (Ph. D.). He has also studied at St. Lawrence University, Syracuse University, University of Southern California, and Claremont College.

Serving as liaison officer for the Pasadena schools on the Cooperative Study in General Education and the Social Education Investigation, as well as the General Education Board as a visiting fellow, Doctor Lembke brings to The John C. Winston Company breadth of experiences and contacts on a national scope. He has taught at Pasadena Junior College, Syracuse University, and Claremont College. Newspaper, magazine, and radio experience prior to entering the educational field gives him an additional rich background.

Some school people find it hard to realize how an educator who has been in active administrative work can find satisfaction in making the transition to a position of a "behind-the-scenes" character. Dr. Lembke understands, however, that the textbook is a vital instrument of education, and participation in the publication of schoolbooks enables one in a sense to come even closer to education than being in education itself. For education in print has a direct and far-reaching influence on many more lives than would come within the scope of any one school district.

Anyone who ever talked schoolbooks with Dr. Lembke recognized his quick grasp of the organization of a book and his unerring editorial eye in reviewing its content. We believe editors are "born, not made" and that Dr. Lembke is "to the color born." Future educational publications of the John C. Winston Company should bear the mark not only of sound educational thinking but challenging new ideas.

IRWIN O. ADDICOTT RETURNS TO FRESNO SCHOOLS

Irwin O. Addicott, recently appointed assistant superintendent of Fresno public schools, returns to California from Denver, Colorado, where he was Professor of Education, Director of Teacher Training and Principal of the University Park Training School, University of Denver from 1939 to 1944. Prior to his Denver position, Mr. Addicott had served in the Fresno schools from 1935-1939 as director of curriculum and instruction, and from 1928-1935 had been principal for varying lengths of time of the following schools: Emerson, Jackson, Lincoln,

Irwin O. Addicott

Teilman, Franklin, Addams, Fremont, Lafayette, and Heaton.

Mr. Addicott's teaching experience has included much religious education work also. From 1922-1923 he was instructor in the Week Day Church Schools, Berkeley, and from 1923-1925 was assistant director of religious education, First Congregational Church, Berkeley. In the summer of 1925 he was director of Young People's Work for the Northern California Conference of Congregational Churches. He began his work in the public schools in 1925 as vice-principal of the Lincoln School and Field Boy Scout Executive in Madera, becoming principal of the school in 1926.

Mr. Addicott received his B.A. from the University of California, his M.A. and B.D. from the Pacific School of Religion and his Ed. D. from Stanford University. He has served as special lecturer in education at Stanford University, Fresno State College, Chico State College, Mills College, and was Acting Associate Professor of Education at the University of Texas during the summer session of 1937-1938.

Mr. Addicott follows in the footsteps of his father James E. Addicott, veteran California school man, who taught school from the time he was eighteen until he retired in 1938 without a break. He was among the best known schoolmen in the state and took an active part in school affairs, particularly in San Francisco. Starting his experience in a rural school in Modoc County, he was for eleven years a teacher in San Jose State College, for four years principal of the Newman Manual Training School in New Orleans, and after some experience in St. Louis and New York City became principal of the Prescott School in Oakland from 1909-1914. In 1914 he became principal of Polytechnic High School in San Francisco, holding this position until 1938 when he retired.

The Notre Dame High School, Belmont, has the honor of having one of its students, Margaret Joan Hodgson, a finalist in the Westinghouse science talent search. Forty senior high school students were chosen throughout the country to compete.

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Library News

Edited by MABEL R. GILLIS, State Librarian

PASSING THE AMMUNITION

By Evelyn Steel Little

Librarian of Mills College[1]

Libraries and librarians are traditionally modest, retiring, the reverse of aggressive, while books on the contrary have always been recognized as potentially at least a dynamic force. Never before in any war has the importance of print been so widely realized, on the one hand in the provision of printed material for purposes of technical knowledge, of recreational reading and for that wide realm of propaganda covered by the term "psychological warfare," and at the other extreme, a negative recognition, in its destruction through fear of its effect on the thoughts and deeds of men.

Early in the war the resources of American libraries were widely used by various branches of the government and armed forces, and in every concentration of American troops plans for library facilities were included, but it was not until 1942 that the need for American documentation for the foreign service of the Office of War Information was realized. At that time Mr. MacLeish, the librarian of Congress, was with OWI and on a journey to London discovered that the necessary materials for American informational service were not readily available there. Books on America were scattered in many English libraries some of which had been blitzed and others evacuated. Current sources of information too were extremely rare because with shipping space needed for munitions and other materials of war there was little room and no priority for newspapers, pamphlets and government documents.

The first American government library in the British Commonwealth was therefore established adjoining the embassy in London and opened its doors to the public in May, 1943. Nothing about it was imposing or spectacular, and it sought no wide publicity. Its quarters, two long narrow rooms, on two floors, were both below street level. The basement room was used chiefly at first for storage and work space, the upper level which had been a dress shop became a library by the simple process of placing shelves in the cupboards where dresses had hung, and magazines in the shallow drawers which in a more glamorous day had doubtless held nylon stockings. A few maps and posters adorned any wall space not filled with shelves, and with the arrival of its first case of books the library opened its doors to aid in the task of interpreting the United States to its friends and allies. In the words of the Director, Dr. Richard H. Heindel of the University of Pennsylvania, "We lay before a free nation what a free nation is thinking, doing and writing."

In the year and a half if its existence the library has grown rapidly until its collection of 6000 volumes, 10,000 pamphlets and 600 periodicals has now overflowed into five rooms, the staff has increased from five to fourteen and, though the tempo of wartime service places little emphasis on statistics, it has been reckoned that it performs an average of 2000 separate services a month. These cover a wide range of individuals, organizations and institutions, furnishing information on all phases of American life, thought, and activity. The American public during the writer's year of service as Assistant Director, included all types of military and civilian personnel in the foreign service from the Ambassador and distinguished visiting Commissions to the humblest G. I. reporter on *Stars and Stripes*, and the messenger working for OWI. We were an integral part of the British Division of this agency and as the year wore on and information services were increasingly focussed on Europe, but operating from London rather than New York, we came to feel that in the realm of psychological warfare directed at the enemy we were quite literally passing the ammunition.

In addition to our American clientele the British inquirers covered all aspects of the community, both official and private. Questions poured in daily, by mail, in person and over the telephone from teachers, lecturers, writers, speakers, members of Parliament and government committees, students, business men, research scholars and university professors. Foreign governments in exile also made frequent use of our reference materials in planning relief and rehabilitation programs, whether the need of the moment was a program for school lunches or a list of farm equipment or tools for the rapid rebuilding of bombed areas. Prefabricated houses, city planning schemes, slum clearance and provision of community recreation areas were all eagerly investigated. Improved working conditions, factory achitecture, studies of industrial fatigue, personnel management and almost every type of social service was of interest to some one of our clients. A file of inquirers and "key people" or those with high power of diffusion was kept and every piece of print which came into the library was examined by the director with a view to placing it promptly where the information was most needed or would reach the largest number of people.

The library had established relations with about seven hundred organizations and societies and some three hundred business firms. We also worked through and with more than fifty other libraries. Through correspondence we touched the larger private schools, colleges and universities over the country. Shortly before leaving, the writer made a tour of public and county libraries outside the London area to discover their needs in American documentation and ways in which we might be of service to them.

Through the library of the Board of Education, and often by direct contact, we were able to be of use to individuals and government committees engaged in research on the educational problems now confronting the country in its proposed plans for the extension of the school age and the enlargement of educational facilities for all sections of the population. American experiments and progress are investigated with keen and critical interest there and our experience in buildings, curriculum, adminstration, teacher training, school libraries, etc. will be used with understanding and profit. It is not to be expected or even hoped that the English school system resulting from this general reform will be modeled on ours but rather that in evolving a pattern suitable to its needs yet broader in its democratic base than it has heretofore been the authorities will be able to build upon the results of our nationwide experiments in free public education.

We had endless questions about the size of our schools and the methods devised for handling a metropolitan high school of 2000-3000 students, an incredible number in the English view which predicates as essential to good discipline and character development in intimate knowledge of every student on the part of the Head Master. We were frequently asked for exhibitions of American text-

[1]Dr. Little has been for the past year on leave of absence as Assistant Director of the American Library in London.

books, which we circulated freely, for catalogues of educational institutions of all kinds, for experimental curricula in this and that, particularly in teacher training and methods of professional education for social service, for applied arts, for library work. How were school authorities to be convinced of the need for a school library? How could the cost be ascertained? What was involved in a public school program of dental hygiene? Where do we place sex education in the American curriculum? What agencies are chiefly responsible for it? Is it better done in church, home, or school? What is a Parent-Teachers Association? What useful function does it serve? What is the effect of co-education on juvenile delinquency? Has the absence of religious instruction in the American public school had notable results?

In all these and many similar problems we were consulted and felt that we performed a useful service in providing authoritative data through books, official documents and periodical articles written by American teachers and school administrators. We were able to help also in interpreting data sometimes contradictory because of the fact that our staff represented various sections, including Pennsylvania, New Jersey, Wisconsin, California, Colorado and Washington, and the wide variety of practice and local conditions in this vast country is something the foreigner seldom realizes.

In fields other than education the pattern of questions was similar, in industry, technology, business, social service, and even in things military where the nature of the query and the identity of the inquirer were "Jumbo Secret" we searched for and daily produced the information required, with the resulting satisfaction which is the librarian's chief reward.

The work was strenuous, the physical conditions often difficult. We shared with all Londoners the fatigue and nervous strain of living in a bombed city but none of us on the staff of the American library would have willingly missed the experience of wartime London. Sometimes there was the thrill of directly aiding the war effort as when some particularly apt material was located for translation into leaflet form to be dropped over enemy territory or distributed on microfilm to the underground press in occupied countries, or when a certain army officer needed in haste reports on operations of supplying troops in France during the last war or another wanted the battle plan of an ancient conflict fought in Caesar's day on a certain field in Italy.

On these and other occasions such as D-Day we held our breath and the sound of planes overhead had a new meaning as we felt that we stood not far behind the lines on the eve of the greatest battle in history and that we too had our small part to play in passing the ammunition.

NEWS NOTES

Miss Nancy C. Laugenour, who became a member of the Yolo County Library staff in 1911 and County Librarian in 1921, has retired from the service. She completed her work on December 31 and has moved from Woodland to Sacramento to live with her sister Miss Lillie Laugenour, a retired teacher.

Another Librarian of many years service has recently retired. Miss L. Gertrude Doyle served as librarian of Vallejo from May 1898 until November 1944.

Evalyn Peat has been granted a duration leave of absence from the Napa County Library in order to become assistant to the librarian of the Oak Knoll Naval Hospital in Oakland. Margaret Klausner, assistant librarian of Sacramento City Library, was appointed Napa County Librarian effective November 13.

Thelma Reid, Field Representative, California State Library, attended a meeting of the county librarians of Washington on the invitation of the Washington State Library. A meeting was called by Gretchen Knief Schenk, State Librarian of Washington, formerly librarian of the Kern County Library, California. The meeting in Washington was the third annual convention of the Washington County Librarians and Miss Reid attended as a consultant.

The San Bernardino County Library has issued a practical and attractive booklist entitled "San Bernardino County Library Welcomes You—Out of One Army and Into Another." This list is to be used by individuals and agencies that will be in touch with returning veterans.

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LEGISLATIVE PROPOSALS

(Continued from page 7)

there is $6500 in State aid plus $2,000 local resources calculated toward the support of the foundation program. This makes a total of $8500. $9500 less $8500 indicates that another $1000 is needed to maintain the foundation program. This $1000 is provided by the State as equalization aid. This amounts to $10 per A. D. A. equalization aid plus $65 per A. D. A. or a total of $75 per A. D. A. from the State plus $20 per A. D. A. from the local district, the sum of which makes $95 per A. D. A. which is the basis of the foundation program. The above figures carry through the first series of calculations necessary in determining the amount of equalization aid each district receives.

The poorer the district in point of assessed valuation per A. D. A., the less money can be raised by a 20c tax and the more money must be granted as equalization aid. To illustrate this, another example will be shown below. Let us suppose that in a second district, the following figures apply:

A. D. A.—100

Foundation program	$ 9,500
Assessed valuation	277,778
99% of assessed valuation	250,000
Amount raised by a 20% tax	500
Amount received from State	6,500
Total amount of State and local contributions	7,000
Equalization aid	2,500

$9500-$7000 gives $2500 equalization aid, or $25 per A. D. A. Thus from the above figures it is seen that in poor districts relatively more equalization money is granted.

If a district is very wealthy, no equalization aid is granted. For example, if a district similar to the above in all of the details except assessed valuation had an assessed valuation of $2,222,222, 90% of the assessed valuation would be $2,000,000 and $4000 would be raised by 20c tax. This together with the $6500 of present State apportionment, would equal $10,500, which is $1000 *in excess* of the amount required for a foundation program. No equalization aid would be apportioned.

Three types of calculations shown above illustrate the application of the equalization plan which has been proposed and applied to all districts in the State. Similar calculations to those outlined above have been made for each district in the State of California.

The present State aid is obtained by taking the total apportionment for each school district as is listed in the Official Apportionment Report by the State Superintendent of Schools for September 1, 1943, which is based on the A. D. A. for 1942-43.

The School Trustees' Association has participated in the development of the program which the Citizens' Advisory Committee has recommended. They can render a still greater service by supporting in the legislature the constitutional amendments and legislation proposed. There is no other group who are so well informed or who are so certainly concerned with the development of the efficient organization, administration, and financing of the schools of California.

THEATER NEWS

Fun Time, a variety revue and the sixth in the series of Producer Paul Small's "Time" hits, is now playing on the stage of the Curran Theater, San Francisco, for a limited engagement. This time it is stage, screen and radio star Martha Raye who heads the large cast of *Fun Time*.

Featured Broadway names include the world famous comedians Smith and Dale; the smooth and graceful dancing of Renee DeMarco; Dean Murphy, whom President Roosevelt invited to the White House on seventeen different occasions to entertain; Sara Ann McCabe, star of a recent Ziegfeld Follies revue; Buster Shaver with Olive, George and Richard known in every capital of the world as the most unusual act on the stage today; Tip Tap Toe, a trio of greased-lightning steppers; and the Four Macks, a quartet of flashing skaters whose intricate routines are a marvel of precision. During the run of *Fun Time* performances will be presented nightly including Sundays. Matinees will be given on Wednesday, Saturday and Sunday at 2:30. There will also be a special 5:30 p.m. matinee on Sundays.

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Curtis E. Warren
Superintendent of San Francisco Schools

John F. Brady
Appointed associate superintendent in charge of business affairs

In accordance with the recent survey made by Dr. Clyde M. Hill of Yale University and approved by the San Francisco Board of Education, the administrative staff of the San Francisco schools has been reorganized, and the above appointments have been made at the recommendation of Superintendent Curtis E. Warren. Other appointments made are given in this issue.

In This Issue:

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February, 1945

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Chief Deputy Superintendent of Schools
San Francisco 2

State Executive Secretary
ROY W. CLOUD
660 Market Street
San Francisco 4

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Jottings of a Traveling Bookman

By W. M. CULP

To many, East Chicago, Indiana, was not even a name in the byways until Richard Williams placed the name in their consciousness on the School Quiz program and H. G. Lahr, principal of his school, the Roosevelt Junior High School, on one radio broadcast added a fillip by showing how educators can have a good radio voice too.

But East Chicago, Indiana, in its own right has long been distinguished as a member of that group of industrial cities on the southern fringe of Lake Michigan, all within the Chicago metropolitan industrial orbit. What is not generally recognized is that the northwest corner of Indiana abuts the boundaries of the city of Chicago, and from there on around the lake such industrialized towns as Whiting, Calumet, Hammond, Indiana Harbor, East Chicago, Gary, and even Michigan City, are all a part of one of the great manufacturing areas of the United States. East Chicago, Indiana, with a population of between fifty and sixty-five thousand persons is predominantly a city given over to the raw production of steel, not merely that of fabrication, of which there is a good deal, oil refining, chemical works, and cement. It is populated in great part by Slav stock now largely of the second generation, whose steadiness and capacity for work were never more evident than they have been in these war days.

Since August, 1943, A. C. Senour has been superintendent of schools of the East Chicago, Indiana, system. Identified with the East Chicago schools since 1917, Mr. Senour has the characteristics of the real Hoosier schoolmaster, an interest in his work, a liveliness of intellect, a quirk of humor, and an abiding sense of the responsibility of the schoolmaster in continuing to fashion his pupils into the true American way of living, which is a recognition of responsibilities as well as of rights.

The twenty-eight years Mr. Senour has been in the East Chicago schools have given him an insight into the needs of

A. C. Senour

his community and an understanding of problems yet to be solved. His years of work have carried him through the periods of four former superintendencies, and his advancement has come by accepting added responsibilities. In 1917, after 7 years of teaching in Indiana state schools, Mr. Senour became a junior high school teacher in East Chicago. Then followed four years as an elementary principal. In 1922 he was made director of tests and measurements. By 1925, this position was broadened to that of general supervisor. In 1934 the position was increased to that of assistant superintendent of schools, and in 1943 he was elected superintendent upon the resignation of Dr. Roy W. Felk.

East Chicago has an enrollment of around 8000 pupils. Its peak has been 9500, but the war years have brought a decided decrease which is now on an upswing. There are 11 elementary school centers, 3 junior high schools, and 2 senior high schools. Certificated employees number 296. The 1945 budget totals $1,451,641.50. In addition to a fine corps of teachers and principals the head office has four general supervision positions. A language arts position is at present unfilled. Floyd B. Bolton is director of research and supervisor of social studies. Miss Geraldine Kauffman is supervisor of science and mathematics, and Miss Helen M. Cooper is primary supervisor.

Looking toward the post-war future, the East Chicago board of education has just had completed a building site survey done by the Committee on Field Service of the University of Chicago under the direction of Dr. William C. Reavis, chairman. This survey is a consideration of the adequacy of present sites and their condition for developing a continuing program of modern education. One of the first projects of post-war improvement will be that of the erection of a board-of-education building in which all school-board activities of business and supervision will be located. Present quarters in an old school structure have become considerably outmoded.

* * *

In the fullness of time, when the educational history of the State of Wyoming is written, the first decades of the twentieth century will include a full account of the work of A. A. Slade, superintendent of schools, Laramie, Wyoming. Three decades of educational work in Wyoming have made their definite imprint upon the educational pattern of the state, and now since Mr. Slade has decided to retire to his cherry orchard near Boulder, Colorado, in July, 1945, a few words sketching his remarkable career are more than fitting.

A graduate of the University of Iowa, Mr. Slade's first years of education were as teacher in Iowa state schools. He then became superintendent of schools of Iowa City, Iowa, an outstanding position in this University City. That was more than 30 years ago. Then came tuberculosis. The only hope of cure, and slight at that, was banishment to the high hinterlands of the continent. Mr. Slade took a position as freight agent on a branch line in the mountains of Wyoming where his manifold duties were as much physical as mental. But his health became no better. Then one of those modern med-

ical miracles occurred—Mr. Slade contracted typhoid fever. He says he could feel himself burning up with fever, sinking lower and lower, and then came the upswing. Afterwards there was not a tuberculosis germ left in his body. As his doctor said, it was known that typhoid fever would burn up the tuberculosis bug, but on the other hand the typhoid itself would kill more patients than it would save.

Mr. Slade then taught school at Cody, Wyoming, for three years. After this came his appointment as Commissioner of Education for the State of Wyoming, a position he held for about one and a half years. At this time oil was discovered in the Caspar, Wyoming, area. A boom was on. One day a call came through from Caspar, Wyoming. "Clerk of the Caspar board of trustees speaking. We want you as superintendent of schools of Caspar." "You haven't seen me and you don't know my record." "Yes, we do. Anyone good enough to be superintendent of schools for Iowa City is good enough for Caspar. We know you are getting $3000 as Commissioner of Education for Wyoming. We will double your salary and give you an expense account." The offer was accepted. Mr. Slade took the job, and it was six months before a contract was signed.

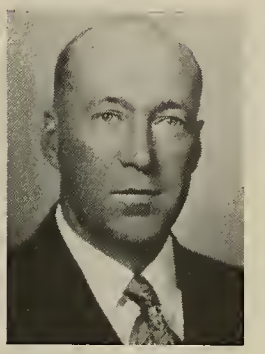
Then came seven years of hectic work at Caspar where teachers increased from 75 to 214 and a building program in proportion was carried on. In 1927 Mr. Slade came to Laramie, Wyoming, as superintendent of schools.

During these past 18 years as superintendent of the Laramie schools, Superintendent Slade has made them outstanding in the inter-mountain states. With Laramie being the site of the University of Wyoming, cooperative experimentation in educational matters between the education department of the State University and the city school system has been a natural outcome. While the University has its own elementary and high school, this supplementation by working with a city system has added much to Wyoming's prestige.

Laramie, of over some 10,000 population, is a big city in a vast country. Effete easterners, where population in the hundreds of thousands constitutes a big city, can not understand the bigness of a small town metropolis. But it is there, and one feels it as one travels in the inter-mountain states. Vastness of terrain does heighten and strengthen man's understanding. The Laramie system is comprised of some four elementary schools and one junior-senior high school with an enrollment of around 1200 pupils. The certificated staff numbers 75. The city's physical school plants are of modern design and the junior-senior high school plant and school organization is one of the most outstanding in the United States.

That the junior-senior high school has become a noted school organization is due to the fact that Superintendent Slade has had as principal, J. E. Thayer, who after 20 years in the system will next July 1 succeed Mr. Slade as superintendent of the Laramie system. An organization is only as good as its component parts, and Superintendent Slade bears witness that the success of the Laramie Schools has come through the work of its teachers and principals.

A. A. Slade



J. E. Thayer

J. E. Thayer came to Laramie 20 years ago as teacher in the junior high school. He then became principal of that school when it was a separate school. Some 15 years ago, when this junior-senior high school was organized, Mr. Thayer became its first principal and has done much in raising it to its high ranking status among the schools of the United States.

Of particular import has been the interest Mr. Thayer has taken in pupil personnel work. His idea is that a school should give opportunity to practice for participation in private and public life. With this in mind there have been formed in the junior-senior school some 40 school organizations. These organizations present assembly programs. Within a year, more than one-half pupil participation in the programs has been worked out by these organizations. Officers of the groups are many, and opportunity is given for practically every student to be an officer of one kind or another. No duplication of office holding is allowed.

Academic work is stressed as well as training for occupational positions. The junior-senior high school plant, particularly since the completion of its new addition, is one of the most adequate in the country. Its gymnasium is one of the finest in the United States. The basket-ball court has a double floor, the upper surface of which is a floating floor made of 2x4 blocks cushioned on paper. It has a seating capacity of 2000 for tournaments, large dressing rooms and shower rooms of squad capacity. The library and study rooms are adjacent and organized for central control. The fine auditorium seats 1000, and its murals of the development of the west by Florence Ware are of great note. There are shops for wood work and metal, automotive work and agriculture. Pre-courses in architecture, aeronautics, and engineering drawing have already developed some outstanding citizens in commercial life. In all, both Superintendent Slade and Principal Thayer have planned a junior-senior high school program toward the development of a well-rounded high school graduate.

When Mr. Thayer takes the superintendency next July his position will be filled by Jack Corbett, now principal of the Heart Mountain, Wyoming, Japanese relocation center junior-senior high school which was patterned after the Laramie high school.

The problem of juvenile delinquency is still much in the foreground. Many legislatures are considering proposals toward the solution of the problem. Since lack of home care and supervision is recognized as the main cause, the enactment of laws is in the offing to make irresponsible parents responsible, if that is possible. In Indiana there are proposals to authorize county school authorities to employ additional truant officers, to enlarge correctional facilities for delinquent boys, possibly to create a new institution for neglected children, and to impose stringent regulations on "road houses" operating near Indianapolis.

Western School News

Edited by MORRIS WAGNER

SAN FRANCISCO REORGANIZES ADMINISTRATIVE STAFF

The San Francisco Board of Education is in the process of reorganizing the administrative staff of the San Francisco School Department in accordance with the recent survey made by Dr. Clyde M. Hill of Yale University which the Board approved a few weeks ago. Under this plan four new positions were created. Recommendations for the personnel of the new positions were made by Superintendent Curtis E. Warren and were approved by the board. Under the present arrangement, Albert D. Graves, who is now a deputy superintendent at $6,000 a year, is appointed associate superintendent in charge of instruction at a salary of $7,500. The appointment is effective March 1. John F. Brady, now chief deputy superintendent at a salary of $7,000 a year, has been appointed associate superintendent in charge of business affairs at $7,500, effective March 1. Ernest J. Cummings, principal of the George Washington High School, whose salary was $5,100, was promoted to assistant superintendent of secondary education at $6,000, also effective March 1. Edwin C. Browne, dean of men at the San Francisco Junior College at $4,600, has been appointed personnel coordinator of the School Department, effective immediately upon appointment, at $4,800. These are new positions created by the board in accordance with the recommendations of the Hill survey.

O. I. Schmaelzle

Ras E. Johnson

Dr. H. A. Tiemann, director of vocational education for the State of Colorado, has been appointed assistant superintendent in charge of adult and vocational education, at a salary of $7,000 per year.

Ernest J. Cummings

Dr. Tiemann is to begin his work on February 1.

Other changes and promotions are: Otto I. Schmaelzle, director of counsel and guidance at $4,800, appointed principal of the George Washington High School at $5,100, replacing Mr. Cummings; Ras E. Johnson, vice principal and acting principal of Galileo High School, appointed principal succeeding the late William A. Wieland, at $5,100; Alvin L. Morse, teacher, to vice principal of Galileo High; Aneta Beckman, principal of Argonne School, to Principal of Frank McCoppin School; Ruth Peabody, vice principal of Jefferson School, to principal of Argonne School; Mrs. Abbie Rooney, teacher, to vice principal of Marshall School; and Miss M. Lillian Hill, formerly vice-principal, Parkside School, who was appointed principal of the Douglas School last September, succeeding Miss Miriam Eisner who was appointed principal of the Jean Parker School.

SAN FRANCISCO'S NEW PERSONNEL COORDINATOR

Edwin C. Browne

Edwin C. Browne, newly appointed personnel coordinator for the San Francisco school department and former dean of men at San Francisco Junior College, comes to his new position with an excellent background of experience, personal and "inherited." His father and mother were both teachers, and of their family of seven children, five became teachers. His father was a school administrator, at one time holding the position of State Superintendent of Public Instruction for the State of Washington. The family moved to San Francisco in 1900 when Edwin Browne was a young boy. His first job in San Francisco was with *The Western Journal of Education* where he acted as "printer's devil"—in more ways than one!—and general errand boy for Harr Wagner who was a close friend of his father.

Mr. Browne attended primary and elementary schools in San Francisco, the Edison primary and the James Lick. He graduated from the Boulder Creek High School, Santa Cruz County, and did two years of undergraduate work at the University of Washington, later graduating from the University of California. His first teaching job was in Santa Barbara under A. C. Olney. He soon became vice-principal of the Santa Barbara Intermediate School, one of the first junior high school set-ups in the state.

He entered the armed services in the first world war, from which he emerged as second lieutenant in the Field Artillery. After a post graduate year at the University of California, following the war, he went to Rogue River, Oregon, as superintendent of schools. While there he married Miss Marietta Martin, a former high school fellow student. After three years in Rogue River he was appointed to the principalship of the Yreka Union High School. He left Yreka at

the end of the second year to take the principalship of the El Dorado County High School at Placerville, where he remained for ten years. He then came into San Francisco as dean of men at the San Francisco Junior College, where he had been for almost ten years at the time he assumed his present position.

Mr. Browne has traveled extensively in the United States and spent six months in Puerto Rico following the war. When questioned concerning his academic interests his reply was, "My major was English but my pets are Spanish and human beings."

NEWS NOTES

E. V. Cain, district superintendent of the Auburn Union Elementary School, is taking an active part in the Elementary School Principals' Association. He spoke to the Placer County principals' gathering which was held at Lincoln Union Elementary School on January 18.

Placer County schools are basing their entire school program on the fact that efficient reading instruction at all grade levels is of vital importance to the educational progress of the child.

The County Board of Education has interpreted this principle through the adoption of a functional teaching program in reading. Every elementary school teacher in the county follows course-of-study directions in guiding reading instruction. The reading program is supervised by the staff of the county office or by the school principal. The course of study provides for a program of instruction commencing with the primary and continuing through the upper high school years. Definite instruction outlines are prepared for every grade, elementary and secondary.

The Placer County Superintendent's Newsletter carries an interesting note on the beginnings of the county's schools 87 years ago:

Placer County's first school was opened in Auburn, in 1851, the same year Placer County was organized. A "Mrs. Horton" was the teacher, the school was located in lower Auburn, and it is said to have been one of the first schools in California, with the exception of the Spanish Mission schools.

By 1857, there were fifteen school districts in the county with 856 children between the ages of 14 and 18, in attendance. Schools and enrollments were the following:

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J. E. Leslie, of The Macmillan Company, is leaving his work as representative in the field to take over the position of business manager of the San Francisco office.

Mr. Leslie is an Oregonian by birth, but received his scholastic training in Washington, having been graduated from the State College of Washington in 1926. In the fall of that year he returned to the college in the capacity of editor of publications, an administrative position in which he acted as assistant to the president. After three years he became affiliated with The Macmillan Company, and from October, 1929, until January, 1935, covered the Pacific Northwest, working out of the office at Yakima, Washington. That year he came to California and, until the present, has been doing field work in Nevada and Central California —San Francisco, Oakland, and south to Monterey and Tulare Counties.

Samuel C. Curtright, recently released from the Army, takes Mr. Leslie's former position on the road. Mr. Curtright was for five years representative of the Silver Burdett Company in the Northwest prior to his induction into the Army.

Superintendent Jesse R. Overturf reports current enrollment figures for the Sacramento schools: Sacramento College, 2436; C. K. McClatchy and Sacramento senior high schools (combined), 3879; five junior high schools, 3709; elementary schools, 6931; and kindergarten, 1028. The grand total: 17,983.

The California School Library Association, Northern Section, under President Bess Landfear, held a meeting recently at Radio City in San Francisco, with the theme of "Radio and School Libraries in Partnership." Miss Catherine Sibley, Director of Public Service for NBC, gave a short account of some of the broadcasts available through the facilities of NBC. The KPO orchestra, under Karl Polish, gave a repeat performance of the Standard School Broadcast of Claude Debussy's "The Afternoon of a Faun," and Mr. John Grover and Mr. Adrian Michelis of the Standard Symphony Hour and Standard School Broadcasts spoke informally, inviting written comments and suggestions.

Mr. James C. Morgan, instructor of radio broadcasting in the San Francisco schools and in charge of station KALW, owned and operated by the San Francisco Board of Education, further developed the theme of the meeting by giving his conception of the part the school library can and does play in a school library system. A transcription of a panel discussion, showing how radio

and school libraries may be a productive partnership, was made. The members of the panel were: Miss Margaret Girdner, Supervisor of Texts and Libraries for the San Francisco Board of Education; Dr. Harlan Adams, Professor of Speech and Drama, Stanford University; Mr. Donald Cherry, Director of Audio-Visual aids, Sequoia Union High School, Redwood City; and Mr. James C. Morgan of the Samuel Gompers Trade School and instructor of radio broadcasting in the San Francisco Schools.

Those who went on the conducted tour at 12:30 saw around the walls of the studio many interesting and colorful exhibits illustrating and representing "Pacific Story," The Standard School Broadcasts, The Samuel Gompers Trade School, the uses of radio in the school program, and the professional library of the San Francisco Board of Education.

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THE SAN DIEGO CITY SCHOOLS BULLETIN, in reporting activities of former members of the San Diego schools in the armed services, carries an interesting letter from Sgt. W. F. Grant who has been visiting schools in India. The letter, which follows, could very well be titled "Progressive Education in India."

"At the present time I am seeing India. You may have heard it called the land of mystery and enchantment. I have lived in Calcutta, Bombay and am now in Assam. After nine months I find no enchantment, but plenty of poverty and ignorance. I visited an elementary school here recently and you would be surprised how modern these schools are in some ways. For example the teacher is a helper and remains in the background. The students figure things out for themselves. It is an open air building, no glass windows, just openings in the woven split bamboo walls. There is a heavy rice straw roof to protect the students from intense rain or excessive heat. The floor is clay. There is no plumbing. If a student wants drinking water he will bring it with him in a little brass jar or a length of bamboo.

"The student brings his books (which he has purchased), his slate and pencil, the water jar and a small mat of bamboo. He sits on the mat and studies his lessons while another is reciting. The teacher sits on a stool in one corner of the room. From time to time students report their progress and receive other assignments. Students come to school to learn as much as they possibly can, in as short a time as they can. Those with little money never know when they will be staying at home to help in the rice fields. There are no laws to say one must attend school. The students pay the teacher and want to get their money's worth. Children pay four rupees ($1.20) each month to the teacher. Separate schools are operated for girls and boys. They have few sports here other than soccer. Art, music and poetry are outside courses that special teachers direct. Any boy interested in art would probably turn to some type of craft work. There's a great deal of home crafts in India, for lack of transportation has served to isolate some districts from the larger cities."

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GEORGE F. BARNES, a former Californian, has been made Vice-President and a member of the Board of Directors of Rand McNally & Company. From 1914 to 1928 Mr. Barnes was a field representative for Rand McNally & Company in the Pacific Northwest. In 1928 he was transferred to San Francisco to serve as Western Division Sales Manager of the Education Department of that firm. In 1940 he was promoted to the position of Northern Division Manager operating out of Chicago. More recently he was promoted to the position of Vice-President in which capacity he serves as General Manager of the Education Department. Last December Mr. Barnes completed thirty years of continuous service with Rand McNally & Company.

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BAY SECTION PRINCIPALS MEET IN OAKLAND

More than 125 Bay Section school people met in Oakland, January 27, in a meeting jointly sponsored by the Division of Elementary Education of the California State Department of Education and the California Elementary School Principals Association, Bay Section. W. A. Benner, president of the Bay Section, presided. The morning program consisted of a symposium: *Problems Related to the Coordination of Community and School Educational Effort.* Seven Bay Area school people participated in this discussion.

Speaking on *The Democratic School and Community Confidence*, Dr. Virgil Dickson, Berkeley superintendent of schools, expressed his belief that the requests made by community groups for special services of the school result in many interruptions of the school program. The schools should follow the policy that children should not be used for these special services when such use interferes with the child's education. He stated that the best way to inspire community confidence is to be frank and natural in the interpretation of the school program and to show actual work in progress to the community.

The Public Schools and the Demands of Pressure Groups was the subject of Paul C. Bryan, superintendent of schools, Albany. Mr. Bryan pointed out that there are pressure groups of two types, the type led by persons who are sincere and want schools to operate to the best advantage and the type that includes the radical, reactionary, or penurious who wish schools to operate in terms of their particular bias. He said we evaluate pressure groups as to whether we agree with them. Everyone has a right to be heard, however, but no superintendent or principal should act too hastily on the requests of groups or individuals. All requests should be evaluated in terms of the kind of program which is going forward in the school.

Dr. Curtis Warren of San Francisco talked on *The Community Survey as a Basis for Coordination.* He said that some eighteen months ago the San Francisco schools set up planning for the vocational program in San Francisco which was to have ended in a community survey. Dr. Warren believes that for the final community survey the machinery already available in the city must be employed, including teachers and pupils. In making a community survey Dr. Warren said four questions should be considered: (1) What will the community be like in 1950? (2) What kind of education is needed and for whom? (3) What are outstanding deficiencies in the present program, and (4) How can the community move from where it is to where it wants to be? The gains from such a community survey, he stated, would be revivifying education to meet post-war needs, recognition of new buildings needed, and of new types of education not now provided. In a community-planned program educators would not need to sell the educational program because the community would itself have formulated the plan.

Don Roderick, assistant superintendent of schools, Alameda, spoke of *The Teacher as the Key Person in Public Relations.* Parents, he said, are interested in schools in terms of their individual children. Once prejudices are established, they are difficult to overcome, and never before have schools more needed a sound public relations program. In Alameda, with one hundred substitute teachers from all parts of the nation, it is important that the teachers themselves understand the educational program so that they may interpret it to the public.

O. W. McGuire of the Berkeley High School, a former school administrator in Idaho, reviewed the literature relative to *The Principals' Function in a Public Relations Program.* He stated that the good principal does not wait for a crisis, but provides ways by which the community shares in the school program. His major purposes should be to keep the public informed about the school program; to keep the school informed about the attitudes of the public in relation to education; to keep teachers informed about the best professional practices; and to develop cooperative relations with other agencies of the community.

Dr. David Russell, Assistant Professor of Education, University of California, Berkeley, reviewed work being done in the Bay Area to provide for the care of children in out-of-school hours and laid special stress on recreation, summer camps and summer schools, nursery schools, and extended day care. He pointed out that in accepting responsibility for children on a twelve months' basis, six guiding principles should be considered: (1) A year-around program is a necessity in order to provide continuity in health education and recreation; (2) the program must be a product of the cooperation of schools and other agencies of the community; (3) since welfare agencies are scattered, the school must take leadership, making fullest use of school facilities; (4) a new concept must be developed among the teaching personnel of caring for children and youth on a twelve months' basis; (5) the school and community must be ready to cooperate on new problems as they arise; (6) children and youth are the twenty-four hour and twelve months' responsibility of schools. In any program developed for youth on this basis the children themselves must have responsibility.

Forrest V. Routt, district superintendent of schools, Martinez, spoke on *The Use of Agencies of Mass Education—the Motion Picture, Press, and Radio.* He stressed the fact that poor use of these agencies is worse than no use at all. Large districts should secure trained personnel in order to make most effective use. He recommended that school principals should make friends with editors of the local paper, since a friendly press will carry school news. Such organizations as the American Legion can be called on for help. Motion picture trailers can be purchased for a reasonable sum. Mr. Routt stressed the effectiveness of large signboards for getting messages related to education to the public and referred to the success of this device in the passage of Proposition Number 9.

During the afternoon session Ben Watkins, President of the California Elementary School Principals Association, discussed the work of the Association and the meeting of the N. E. A. which he attended last summer. The program closed with a discussion of the social studies program in elementary schools by Helen Heffernan, Chief, Division of Elementary Education. Miss Heffernan presented seven concepts considered appropriate for development in the elementary school:

1. The cultures of the world, past and present, are more like than different from one another. In all ages and under all geographic conditions man has struggled to adjust to his physical environment and to make his environment satisfy his basic needs for food, clothing and shelter.
2. Every culture is similar to every other culture in that man has always found it necessary to develop some type of social organization to govern the relationships of man to man and to provide services for the protection, education and welfare of its members.
3. Inventions in transportation and communication have brought regions, nations, and races into such close relationship that policies of narrow nationalism and isolationism are indefensible. International peace in the future will depend upon the willingness of the people of the world to use intelligence

and cooperative group action in solving the problems of the world.

4. Human worth should be judged upon the basis of the individual's contribution to the common welfare regardless of his race, color, creed, or economic status.
5. In a democratic society each person is respected and valued as a person and institutions are designed to facilitate the fullest realization of the worthy potentialities of each person. The individual, however, has the reciprocal responsibility of making at all times his finest contribution to the social group.
6. In a democratic society the methods of group discussion and persuasion are utilized to arrive at decisions which represent the will of the majority, but minorities are protected in their right to express their views and to present them for consideration again and again.
7. The democratic way of life evolved from the profound thought and courageous action of mankind during the long slow process of the development of civilization. The noble traditions of our cultural heritage demand that each generation give its full strength and devotion to the achievement of a more complete realization of the ethical principles and ideas of democracy.

Greatest Advancements in improving general education, by making it more available to all youth during the past two decades have been made in the South. This might be modified by asserting that in this area of the United States there was the greatest *need* for improvement. Louisiana is the latest state to make a move toward rapid advancement, stung by the recent announcement that Louisiana stands forty-second among the states of the Union in literacy of its people, and backed by civic and business organizations as well as parent-teacher clubs who demanded that there be strict compliance with the new compulsory school-attendance law passed by the State Legislature in May. The question of education is receiving not only the attention of state and school authorities, but in New Orleans the city administration has just begun to bestir itself in an effort to raise the standard of its high schools. John E. Coxe, State Superintendent of Education, is reminding teachers and school authorities that the new law requires attendance up to the age of sixteen and that the exemptions from this are few and must be investigated thoroughly. Moreover, he is naming a state supervisor with a supporting staff to enforce attendance. Visiting teachers have also been named to drop in on schools throughout the state to see that the law is enforced. A minimum attendance requirement of 180 per school a year has been ordered.

HARRY SULLIVAN PRESENTS AIR-AGE STUDIES

Harry A. Sullivan, known to California school people as a former representative of the Macmillan Company, has worked with United Airlines for the past two years as Educational Coordinator. He is now presenting for the University of California Extension Division a course titled *An Introduction to Air Transportation.* Mr. Sullivan joined United Airlines with a program in mind to expand public contact, beginning with boys and girls in schools all over the country. In this work he has been an active consultant with curriculum directors, teachers, and educators who are including aviation information and instruction in their classwork. When his courses in air-age functions and operations came to the attention of the University of California Extension Division in the spring of 1944, classes were immediately scheduled in both the San Francisco and Oakland centers.

The course which Mr. Sullivan now presents for the Extension Division is designed to aid teachers who wish a background knowledge of aviation studies. It is a non-technical survey of today's preparations for aviation in the postwar period of expansion, including airline operations and management, new proposed air routes, occupational opportunities, and discussion of the international implications which present themselves in the flying age ahead. The work is specially integrated with geography, science, and social studies for all instructional levels.

One of the highlights of the course is the thorough field trip which is arranged with the San Francisco Airport, providing first hand opportunity for the class to study a busy airport in all of its operations, the cafeteria, the repair shop, the tower where incoming and outgoing planes are announced and clocked, the assemblage shops where delicate instruments are checked at routine levels, the bakery and kitchen where airline food is prepared for passengers, and many other interesting phases of air transportation.

Before joining United Airlines Harry A. Sullivan was with Macmillan Company for eight years as associate editor of educational publications and as field representative in the education department. During this time the need for more education for the coming "age of flight" was being constantly brought to his attention.

Mr. Sullivan received his A. B. at an eastern university and afterwards did extensive work at Columbia University, the University of California, and the University of Southern California.

* * *

The Sacramento City Board of Education has appointed Lloyd Sweetman, now U. S. O. director on leave from the department, to the position of supervisor of audio-visual education. This is the position vacated January 1 by P. C. McChesney. Mr. Sweetman, prior to his leave, was an instructor at the Sacramento Senior High School and is a former president of the Sacramento City Directors' Association.

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Library News

Edited by MABEL R. GILLIS, State Librarian

Librarians and teachers, who have done so much in the campaigns to provide books for the armed forces, have had little opportunity to know the details and the variety of the work of the Ninth Service Command Library Depot. The general public has had even less chance to know the story. I am very much pleased, therefore, to present Xenophon Smith's enlightening article. Mr. Smith has been Command Librarian since the inception of the service.—Ed.

THE NINTH SERVICE COMMAND LIBRARY DEPOT

By Xenophon Smith

Back in 1940 when plans were laid against the possibility of this country being drawn into war, a program was formulated to provide library service for the troops. Regulations drawn up then established the position of Service Command Librarian and outlined his duties in part as follows: ". . . Under the direction of commanding generals of service commands, to supervise all library service within the service command, and to formulate plans and policies of all libraries therein . . ." That position was filled in December of 1940 for the Ninth Service Command, and in January, 1941, the Service Command Librarian began to "formulate plans and policies" for all Army libraries which were to be established in the eight western states: California, Oregon, Washington, Idaho, Montana, Utah, Nevada, and Arizona.

First came the establishment of initial libraries. Next, the period of rapid expansion as our Army grew in size and training camps mushroomed almost overnight. With the Army up to its planned strength, and training well achieved, troops were sent to all parts of the world; then a period of consolidation and curtailment of facilities commenced. This brought about the necessity for redistribution of library resources to overseas installations and the problems for which the Ninth Service Command Library Depot was created. And finally comes the period of planning for and the ultimate shift to peacetime library service for the Army.

During those months in which the initial libraries were organized the biggest problem was purchasing books. Without adequate help and through cumbersome procedures complete libraries had to be selected and bought. At the same time a manual had to be written in order to set uniform procedures for receiving, classifying, and cataloging the books as delivered to the stations.

As the period of rapid expansion came on, the major problems were recruitment of qualified professional librarians; training those librarians in Army procedure; and the purchase of books by the thousands. At one time more than 125 professional librarians were on duty of whom over 100 had received from 15-30 days of intensive training in special courses at the Service Command Librarian's office. Balanced lists had been compiled for purchasing complete libraries of almost any size from 300 to 6000 volumes each either singly or in groups. Unique purchasing procedures were perfected which on one order alone saved more than 500 stenographer-days and made possible the purchase of over 75,000 books in a single order without confusion. Those were hectic days. Orders for books running into five and six figure dollar totals were routine. The important thing was speed; getting adequate libraries functioning *Now;* while the men were there and needed them.

With the peak of expansion reached and overseas shipment of troops well under way, the need became not acquisition but correct disposition of resources. As a General regroups his forces to consolidate gains, so with the libraries it became necessary to effect a plan for gathering unused books together and redistributing them in balanced library units to new points of need overseas. And last, but by no means least, good long-range postwar planning became necessary to lay the groundwork now for an even different and more extensive library service during the demobilization to come and for the peacetime Army in years ahead.

To meet all of the problems in distributing more than a million books the Service Command Librarian's office grew until at peak, in addition to the main office at Fort Douglas, Utah, it had six branches located at Seattle, Salem, San Francisco, Los Angeles, Phoenix, and Salt Lake City. When the problem changed, therefore, to one of redistributing available resources to best advantage it was decided to consolidate all those activities at one strategically located point. For obvious geographic as well as military reasons San Francisco was the location chosen and on April 1, 1944, the Ninth Service Command Library Depot was established at the Presidio of San Francisco and all other branches closed. In doing this it was possible to effect a 25 per cent cut in total staff required and the termination of certain leases. But even more important for the mission to be accomplished was the increase in efficiency which this move made possible. By concentrating everything at one office a working staff of twenty persons was arranged for the Depot, of whom nine are professional librarians. With such a staff new problems requiring the application of technical knowledge and experience were easily solved.

Remembering what was quoted earlier from regulations as part of the Service Command Librarian's duties, it might be said this Library Depot is the machinery through which that responsibility is accomplished. As to what it actually does, a study of each of 5 Operating Sections will be necessary. These are: Book Selection, Purchasing and Reports Section; Training and Inspections Section; Bibliography and Library Services Section; Warehousing and Redistribution Section; and the General Office Section. Each of these will be discussed in some detail.

Because librarians at many stations cannot have all the bibliographic and book selection aids necessary, much of the drudgery and confusion is eliminated for them by publishing lists of recommended books in the *Book Selection, Purchasing and Reports Section.* A basic list of this sort was produced in February, 1944, which gave all essential buying data for approximately 6730 books. In December, 1944, a supplement to that list called "Additions and Deletions" to the Basic List of Recommended Books was prepared and distributed. This brought the combined lists to a total of 7096 books presumably in print and available. By cooperation with all publishers whose books were included, the list was as nearly up-to-the-minute as could be in these days of paper shortages, revised printing schedules, and unprecedented sales. This service alone represents uncountable hours of time and trouble saved for all librarians using it in their work.

Besides the recommended lists just prescribed, balanced library purchasing lists are constantly maintained in this section. As books are reported out of print or otherwise unavailable, they are taken out of these master buying lists and others

added. In this way, at a moment's notice, any stenographer can be started on typing full forms for purchasing balanced library collections of 300, 500, 750, 1000, 1500, 2500, 3000 (Hospital unit), or 6000 volumes respectively. Also this section does all purchasing for the Service Command Reference Library and of new books in quantities for inclusion on shipments to overseas installations.

Probably as complete a monthly report as could be desired is gathered from approximately 125 libraries and 75 branches by this section and compiled in tabular form within less than three days.

Because the Army libraries must be conducted according to certain fixed procedures and within the structure of Army Regulations, the *Training and Inspections Section* performs an unspectacular but most important function. Newly appointed librarians are given basic courses in either regular or hospital library work depending on their assignments. These courses are intensive 5-day units covering every phase of the problems to be met and handled in their new positions. Outlines, forms, manuals, regulations, and samples of all sorts are furnished during the training period in order that librarians may tackle their jobs with confidence and "know-how" when they return to their duty stations.

Refresher courses are also conducted by this section so that all librarians will get up-to-date, first-hand instruction at the Library Depot every 12 months.

All training units are conducted in the 2nd and 3rd weeks of each month as necessary. During the other weeks the chief of this section is sent to libraries at the posts, camps, and stations to make full inspection of their technical operations. By this program it is possible not only to start the librarians right, but also to help with problems at their stations.

The *Bibliography and Library Services Section* also has a multiplicity of functions. Under present conditions its most important bibliographic work is the Bibliography on Postwar Readjustment for Service Men and Women. The basic list in that series, containing approximately 350 carefully selected entries, was distributed in July, 1944. A first supplement, bringing the total of entries to more than 750, was sent out in November, 1944, and the research is being continued as military and civilian libraries all over the country request copies of the bibliography and report excellent results in its use.

Library services, as used in the name of this section, include the Service Command Reference Library, the distribution and exchange of Traveling Libraries and the operation of Bookmobile libraries. The reference library serves as a clearing house and court of last resort for reference questions sent in by librarians at the various stations and is available for staff officers' use as needed. While the collection is particularly weighted in the strictly miiltary subjects, it is purposely developed as a completely rounded reference library.

To serve small detachments of men who are temporarily stationed at some distance from a regular library the Traveling Library boxes are prepared. Each unit consists of from 35-40 books and is in itself a small but well-balanced library. These are sent out on request and can be exchanged as desired. The bookmobiles, on the other hand, are intended to serve small groups of men who are permanently stationed in isolated locations. Each unit carries a complete library of 1000-1500 volumes and, traveling on fixed schedules, returns to all such installations regularly. As far as practicable the schedules are planned on two-week intervals between visits. In this connection it is interesting to note that the combined circulations for two of these bookmobiles in December, 1944, covering 79 stops containing approximately 3500 men, actually exceeded total circulations reported by any of more than 40 per cent of all regular station libraries in eight western states.

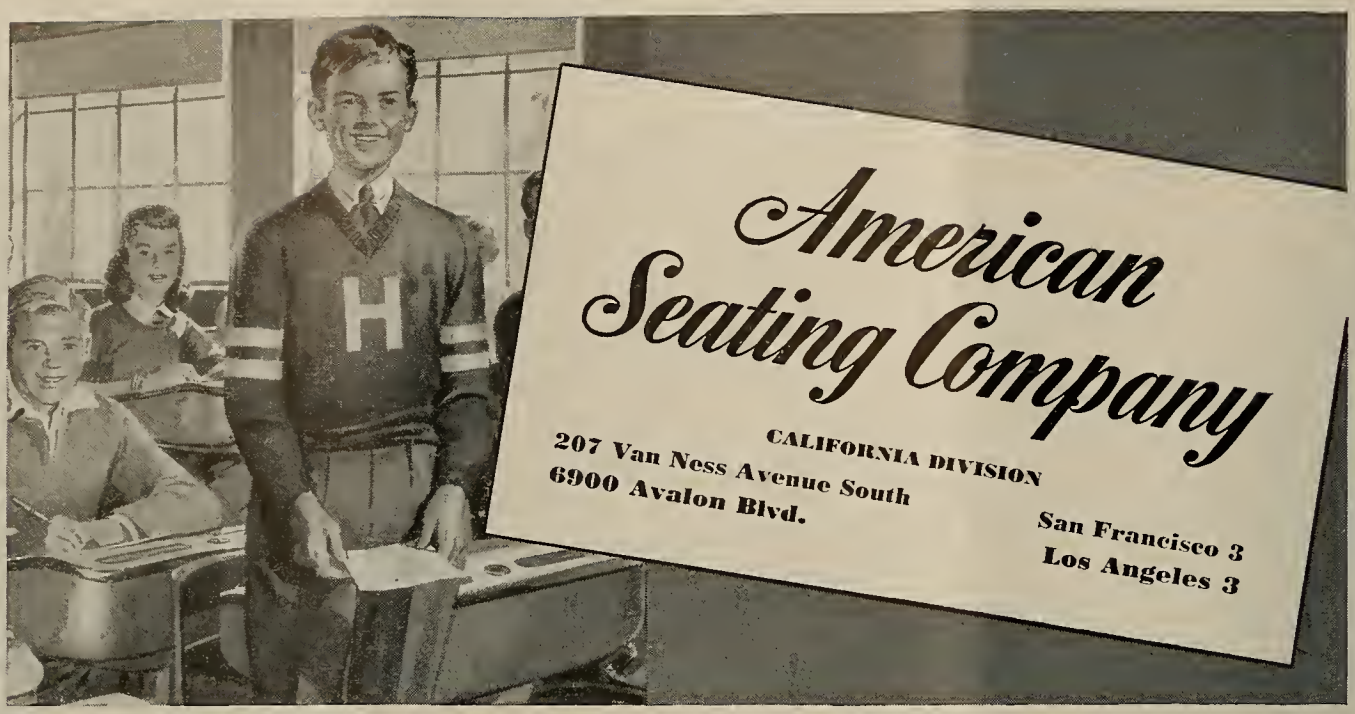
Due to current conditions the Warehousing and Redistribution Section of the depot is one of the busiest. To this section come all books from libraries at closing stations west of the Mississippi river. In addition to closed libraries excess duplicate copies are shipped in from all libraries and donated books by the thousands (though not enough thousands) are received regularly.

Whenever any books are to be purchased at a Ninth Service Command station, the list is sent to the Library Depot for checking against redistribution stocks. Titles on hand are immediately furnished and their purchase thus eliminated. Then occasionally, even now, a complete library of from 300-3000 books has to be furnished quickly for some new activity in the service command territory. But the most spectacular and thrilling work of this section is assembling balanced library collections of 300, 750, and 1500 volumes for use on Army Transports and the shipment of similar or even larger libraries direct to overseas installations in the Pacific war theater in response to specific requests. As Army slang goes, "the pay off" for this work comes when a soldier returns from the New Hebrides, for example, and describes in gripping detail the exultation and excitement of the men when after weeks without anything, a marvelous library of more than 2000 books arrives. Then even the drudgery of unpacking, counting, sorting, shelving, selecting, packing and shipping thousands and thousands of books day after day takes on a peculiar glamor and thrill unknown until once experienced.

As for the General Office Section, it is like the carburetor on your car—an enigma to all but the initiated, yet absolutely essential if the car is to run. Here policy, plans, and decisions are blended into the mixture that makes the Depot function. Librarians are recruited; appointments and transfers arranged; correspondence prepared; hundreds of telephone calls from eight states answered with technical advice; library manuals written; plans for the future developed and work of the present checked; these and countless other details in the administrative and office sections supply the mixture which runs the car when exploded regularly by the spark of enthusiasm.

Looking back on 1944 it is interesting to review a few of the figures which measure in some degree the enormity and vastness of library operations supervised and directed from the Ninth Service Command Library Depot. Within the command an average of 132 libraries with 58 branches reported every month. Running these were 98 professional librarians and a total average of 219 civilians and 144 enlisted men or women. More than 6,508,000 attendances were counted at the libraries with a daily average for the year of 17,832. From a total recorded book stock of 610,870 volumes some 2,100,520 circulations were checked representing a book-stock turnover for the year equivalent to 3.43 times. Over 1952 newspaper and 10,835 magazine subscriptions were reported for the year.

The present year, 1945, can bring victory on all fronts. Plans are already well developed for augmenting library services during the demobilization period. But then as now the slogan for the Ninth Service Command will be one long since adopted, "the books the men want, when they want them, wherever they are."



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Jottings of a Traveling Bookman

By W. M. CULP

Once in a lifetime it happens, perhaps, but the Omaha, Nebraska, board of education, and Dr. Hobart M. Corning, superintendent of schools, did announce last fall and did move in September from their offices in the drab city hall in downtown Omaha to Joslyn Castle, a 4½ acre estate garnished with over 400 different trees, many of magnificent girth, spread, and height. At the same time they announced the establishment of the Sarah H. Joslyn Museum for Children at the Joslyn Castle.

There have been other boards of education who have of late years erected beautiful central board-of-education buildings, for example, Philadelphia and Cleveland. Others during the depression acquired business or fraternal quarters of great value as did New York City when it acquired the many-million-dollar structure of the Elks in Brooklyn and converted it to public school use. Or Hammond, Indiana, when it purchased an insurance building of great strength and beauty. Moline, Illinois, board of education, accepted the more modern magnificent mansion of John Deere across from the Moline high school. And many lesser communities have built delightful central boards of education or acquired private houses of more or less ornateness. But so far as we know Omaha, Nebraska, alone has the record of moving into a building characterized as a castle and in intrinsic richness like that of storybook castles of fairyland times.

George Alfred Joslyn was a pioneer merchant of Omaha. A native of Massachusetts, he came to Omaha in the early days, and everything he turned his hand to changed into money. A man of parts, his interest in community affairs was vast.

The castle was begun in 1902 and finished in a month less than a year. It was then considered far out but is now nearly the center of the better residential section of the city. Mr. Joslyn died in 1916, but his wife, Sarah H. Joslyn, lived to be 89 years of age and continued to follow her husband's bent toward public service. Her greatest single contribution was the three-million dollar Memorial built in "remembrance of George Alfred Joslyn" and "given to the public of Omaha." It was endowed with about five million dollars. After Mrs. Joslyn's death several years ago, the trustees of her estate were undecided as to what to do with Joslyn Castle. The final arrangements were that the board of education was to pay a $10.00 rental fee for 50 years, then at the end of that time to acquire the property for the sum of $1000.

The Joslyn Home follows the Scotch baronial type of architecture and is built of Silverdale limestone, a variety quarried in Southern Nebraska and Kansas. There were thirty-five rooms, five baths, and three half-baths. At remarkably small cost these rooms were made available for board-of-education business and supervision personnel.

The visitor enters the vestibule through a heavy wrought iron door. The walls are mosaic. The ceiling is set with mother-of-pearl. The door frame is set in marble. After one enters the reception hall, the first door on the right opens into the office of Miss Belle M. Ryan, assistant superintendent of elementary schools. The wood here is prima vera, a Mexican and Central American wood. Next is the main administration office of the board of education, originally a French drawing room. The walls are covered with gold satin damask, the rug is rich gold, and the wood is satinwood from Ceylon and the West Indies. The office of Dr. Hobart M. Corning, the superintendent, is the dining room. The wood is quartered oak, Old English finish. Above the paneling is a painted frieze. The marble around the fireplace is Nubian red marble. Here the original Persian rug of the Joslyn's is on the floor, and the original dining room table is the meeting spot for the board of education. The grand stairway of solid mahogany is one of the showpieces of the Castle. Its magnificence can only be seen to be appreciated. And so it goes, room after room, and floor after floor, rare woods, gold and marble. The second floor is given to the business department while the third floor houses the school library and supervision offices. The fourth level, which used to be the billiard room, the wine room, the card room, and the smoking room, is occupied by the vocational offices.

On the first floor, on the left, are the quarters assigned to the Sarah H. Joslyn Museum for Children under the direction, as curators, of Miss Marion Reed, director of art education for Omaha, and Lytton Davis, director of music education for Omaha.

This portion was the living-room. The wood is Circassian walnut as is the big library table. The walls are covered with a rich red cut velvet. The fireplace is sienna marble. Adjacent to this is the music room built on a lower level than the rest of the house. This is used as an assembly room for the board of education and other groups. The purpose of this Museum, as outlined by the curators, is to hold exhibits of different sorts garnered from all over the county. They are held for three months at a time, and teachers and their classes are transferred by school buses to visit and study these exhibits. Exhibits are also held of student art and handiwork. Already, since the Museum has been opened, 10,000 children have visited the exhibits. An increase in the number of trees and shrubs on the grounds is contemplated. Descriptions of these are on display before each specimen. An old swimming pool is an ideal location for an outdoor Greek Theater which is a development awaited in the coming post-war years.

Out of the welter of conjecture as to post-war education, both of the returned veteran and of the youth of the land, crystallization of a general post-war education program is emerging. It is seen that it will be little different in general outline than the present set-up for the sufficient reason that for the vast numbers of returned veterans and of the upcoming generation the manifold objectives of modern life are so varied and contrary that each field and each objective would draw and satisfy vast numbers. Much has been made of the "G. I." education program in its short-cuts, use of all devices, and the intensity of effort aroused in getting specific educational objectives or skills across. Undoubtedly, such programs can be continued in our schools and colleges with those who would make the effort that is necessary for their satisfactory conclusion.

What must be done first is to recognize that in the returned veterans we shall have at least three general types of individuals. First, there are those who entered the war services from college, and who upon return will have very definite ideas of completing their education along certain lines. Second, there are those who entered the war straight out of grade schools or high school at 17 or 18 years of age, never having been inoculated with upper education, they may have a desire for further training but no definite objectives. And third, there are those who feel that they ought to have strictly vocational training. Running through all of these groups is likely to be a feeling of maturity that probably will consider university life rather picayune and immature in its rules and games. These persons will feel rather out of place, competing in class with 18-year-olds just out of high school, whose worldly knowledge from experience is most limited. A huge number of the returned veterans have married, many of them very young. Here again is an educational impasse as well as an economic one. While a great deal has been made of the G. I. Bill of Rights, $50 for a single person or $75 for a married one is not going very far to aid one in attending college or even taking vocational training. As one authority writes, that amount is good pin money for the average college student.

What surely will come out of these varied wants is that there will be certain schools and colleges and universities who can and will present intensified courses to those persons capable and willing to profit by the instruction offered. The remainder of the persons involved will either fall into the conventional pattern of the educational facilities offered in their communities or will accept positions in commercial life as more in status with their maturity. It is not to be forgotten that our armies and navy and air force are bodies of specialists joined together for waging war. And untold thousands are now as well prepared for commercial and technical positions as they ever will be. In fact, outside of the law and medicine, we probably have now a better body of trained technicians in radio, aviation, and automotive and mechanical professions than we had in the same people before they entered service. Again, on the other side, as Mark Van Doren, professor of English at Columbia, said recently, "Many service men who return to college after the war will want standard courses, not a special, simplified program for veterans. They want to be treated not as something unusual, bizarre or extraordinary, but as serious students eager to obtain the best standard program in arts and science. They want education for young men, not education for veterans."

In the immediate demobilization period it is now being seen that the public schools and their teachers and administrators can be of great help to many of the returned veterans. Explanation of the G. I. Bill of Rights, and seeing that the veteran knows what he is entitled to and receives it, can well be made a part of public school administration. This has already occurred at New Rochelle, New York, where Dr. Herbert C. Clish is superintendent. Here the Board of Education has made the public schools the clearing house for all veteran rehabilitation. Sim Joe Smith, assistant superintendent of schools of New Rochelle, long prominent in the American Legion, has been in immediate charge of the program. The Board of Education Building is headquarters for the work; all of the varied services of the community interested in aiding in the program are localized here. In the public school system itself the school doctors and nurses, the psychological director, the physical education department, and all departments whose services can be used are correlated in this work. At the present moment Assistant Superintendent Smith is chairman of an educational committee appointed by the New York State educational authorities to draw up a plan of procedure for the State of New York. New York State, with the largest number of persons of any state in the nation in the armed services, is vitally interested in a sane approach to the problems involved. Mr. Smith's committee is making a survey of the start made in other communities and states. Their findings and conclusions as to approach, when completed, will undoubtedly point the way for a uniform attack upon the problems involved throughout the United States and its possessions.

Dr. William Fletcher Russell, dean of Teachers College of Columbia University, recently was secured by Superintendent Paul C. Bunn of Youngstown, Ohio, to address an in-service institute of his teachers and of surrounding communities. "It's time to realize," he said, "that we have passed from the agrarian age to the technological age, that the individual no longer has to spend all of his time making a living. We've got to learn to work together, to pull together, to learn that the group, band, team, or crew is important. The educator must realize it is up to him to prepare the youth of today for the new life of tomorrow." Dean Russell told of his tour of America, mentioning Seattle and New Orleans, where the worker goes in for black market activities, night clubs, horse racing, the movies, getting into trouble or doing things that are of no benefit to him because he doesn't know what else to do with his leisure time. Dean Russell said, "When ignorant people have money and leisure the tendency is to go to pieces." He recommended organized habits of recreation and more education so people will have something worthwhile to do with their leisure time as the answer to the problem. "I mean," said Dean Russell, "a truly liberal education that frees a man from his baser appetites, and gives him an appreciation of music, dancing, art, literature, the theater. People with blank minds just naturally go to pieces. And I mean such an education for all the people."

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Western School News

Edited by MORRIS WAGNER

NEWS NOTES

R. W. Grinstead, Acting Secondary Curriculum Coordinator, Pasadena city schools, has served in Pasadena since 1926 as teacher and chairman of Social Studies Department, Washington Junior High School, city chairman of the Social Studies Curriculum Committee, and as professor of Economics and Counselor, Pasadena Junior College, for twelve years before accepting his present appointment in July, 1944.

Mr. Grinstead is a native of Warrensburg, Missouri, where he attended high school and the Central Missouri State Teachers College, later going to the University of Missouri. He served in World War I in aviation, with one year in France. After the war he became salesman and office manager of the Nash Finch Wholesale Grocery Company, Minneapolis, Minnesota, before returning to the field for which he was trained and serving as superintendent of schools in Culdesac and Reubens, Idaho.

R. W. Grinstead

✓ ✓ ✓

Major James Bursch, formerly with the Sacramento schools, has written a most interesting letter about his war experiences to his fellow members of the Phi Delta Kappa Education Fraternity. The letter was received by President "Bill" Burkhard of the Fraternity who is Sacramento's assistant superintendent of schools. Major Bursch said he was getting the fraternity paper regularly and had enjoyed reading it so far in five different countries on the European front. We quote his letter, in part: ". . . I am sending a few pages of a German schoolman's diary. He was the best available, to-be-trusted, 'Burgermeister' for a certain village. I know Art Polster can translate it so I will not take the time. Since it deals with a school teacher, and questionnaires (Fragebogen) I thought you might be interested.

"Incidentally Capt. Geo. Geyer and I have had some fun with questionnaires, if you call playing around in 3 or 4 languages fun. I take off my hat to Capt. Geyer for having done one of the longest, toughest jobs in this man's army. I wish I could tell you about it.

"Well, my problems are little different from yours. Teacher investigation, teacher employment, housing, *new* courses of study, analysis of old ones, youth programs, churches, arts, monuments and archives protection, new administrative codes, and a thousand other things which seem to have nothing to do with education but have everything to do with it.

"I wish you all might read some of the textbooks of Germany. The false propaganda is astounding, even to one forewarned. Not even arithmetic and grammar are spared.

"These are lonesome, but I hope, useful days. If you can find a tougher, fairer or better army than the 3rd, why I'd like to join it."

✓ ✓ ✓

An Inter-American Workshop will be held at Stanford University in collaboration with the Office of the Coordinator of Inter-American Affairs from June 21 to August 18. The staff of the workshop will be members of the Stanford faculty who are specialists in Latin American matters and visiting scholars and lecturers from Latin America. A Spanish house for women students interested in perfecting their knowledge of spoken Spanish will be operated. Spanish language motion pictures, programs of music of the Americas, dramatic readings and exhibits of the art, handicrafts of Latin America will supplement the class work. Further information and enrollment blanks may be obtained from Dr. Juan B. Rael, Director of Inter-American Workshop, Department of Romanic Languages, Stanford University, California.

✓ ✓ ✓

O. I. Schmaelzle, former director of counseling and guidance, San Francisco schools, and now principal of George Washington High School, is author of an article published in the January issue of *The Bulletin of the National Association of Secondary School Principals*. Entitled "An Evaluation of a School Work Program," the article is an explanation of San Francisco's Work Experience Program.

✓ ✓ ✓

J. R. Overturf, superintendent of Sacramento city schools, gave his recommendation last fall to the board of education that a study of Adult Education be authorized with the view of developing a definite Adult Education Plan for Sacramento. A committee composed of George Jensen, Dr. Ricciardi, and Mr. Carpenter was appointed to direct such a study. A two-day conference was called in the latter part of February with Assistant Superintendent Howard Campion of Los Angeles as Conference Leader. A number of other educators from the State Department of Education, universities, and city systems participated in the discussions.

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Anna Forbes Gerholdt, general supervisor for the Sonoma County schools under County Superintendent Charles W. Wiggins, will again serve as a member of the San Francisco State College summer session faculty. This will be Mrs. Gerholdt's sixth year of service in the summer school. During her seventeen years in school work she has had an interesting and varied career both as teacher and administrator. Mrs. Gerholdt is a native San Franciscan and a graduate of San Francisco State College with an M. A. degree in elementary education from the University of California. Her teaching experience has been in Marin, Sierra, San Benito and Sonoma counties. Her administrative work includes the position of county superintendent of schools in Sierra County from 1934 to 1939. She resigned this position to accept the position as county supervisor in San Benito County where she remained until 1941 when she assumed the duties of general supervisor in Sonoma County.

Mrs. Forbes edits the Sonoma County school bulletin and has introduced a feature which makes the bulletin of special interest to both teachers and children. Under the heading "School News," reports of news items from individual rural schools are written by children. Student interest and pride in improvements both in the school plant and in the curriculum have developed.

"MERE" MAN'S EXPERIENCE IN PRIMARY SUPERVISION

Raymond T. Neideffer is now entering his fifteenth year of service as primary supervisor in the Bakersfield city schools. Mr. Neideffer remarks that when a "mere" man presents himself as a primary supervisor, to say the least, he is received with a big question mark by the teachers. In his case, however, this proved to be a most fertile field in which to begin supervisory services. Teachers welcomed wholeheartedly release from strict conformity in teaching reading to all children from limited and difficult materials. They accepted instead group instruction with adjusted materials, the application of reading readiness and the measurement of results. Attractive and easy reading materials were not plentiful. To help meet the situation, for example, all of the known pre-primers were purchased and made available to the teachers. There was an equal need for service in all of the grades, and Mr. Neideffer has passed through a series of positions as primary supervisor, general supervisor, director of elementary education, director of curriculum to assistant superintendent in charge of curriculum instruction. Mr. Neideffer describes this as the "hard way" to an administrative position, but now looks back upon it as a rich, though rigorous experience training program.

Mr. Neideffer began his teaching in the rural schools of Indiana. Attendance at Indiana University was interrupted when he entered the armed forces and was immediately sent to France in the spring of 1918. Following his discharge from the army in 1919, Mr. Neideffer came to California. After a time he decided to re-enter teaching, and after a few months at Fresno State College, obtained his first credential in California. He taught literature and physical education in Hanford, California, the first year, and then took a teaching principalship in Sacramento County which grew into a district superintendency. As a teaching principal Mr. Neideffer taught arithmetic and reading, and has made particular study of these two subjects since that time. During the eight years in this position, Mr. Neideffer attended the University of California several summer sessions and then returned to Fresno for a Bachelor of Arts degree. This was followed by post graduate work at Stanford and since that time there has been attendance in various universities in California.

NEW CURRICULUM GUIDE IN BAKERSFIELD

By Raymond T. Neideffer

Assistant Superintendent, Department of Instruction

Bakersfield city schools have introduced a new type of Curriculum Guide according to Raymond T. Neideffer, assistant superintendent in charge of the Department of Instructional Services, who prepared the material during the summer months.

Several needs of the instructional program are expected to be served by this type of curriculum material. Each year new instructional materials are added and new courses of study are prepared. As

Raymond T. Neideffer

new information is necessary for each year's program of instruction, the Guide may be taken apart and re-assembled with the new material. The plan provides for the incorporation of a considerable number of separate courses of study into one volume. However, the loose-leaf feature permits course of study revision of any subject up through all the grades, or of one or more subjects on the primary, intermediate or upper grade level. Obviously, the plan discontinues the use of numerous different separately bound courses usually found in many school systems.

The new Curriculum Guide is divided into eight sections. Each section is separated by reinforced tabular guide pages with colored tabs and printed inserts designating the content of the section. Sections I and II will contain any courses of study such as Arithmetic and Art arranged in alphabetical order between the letters A and L. Language Arts come next in Section III and Music likewise has a section of its own, Section IV. Section V contains courses of study for subjects beginning with the letter M and continues through to the letter S. Section VI contains Social Studies and the remainder of courses of study. Section VII is known as the Handbook which contains specific instructions for certain procedures related to the instructional program, such as Grade Placement and Promotion, Pupil Records and Reports to Parents, Homework, and the Teacher's Daily Program. Section VIII contains a complete listing of the Audio-Visual Teaching Aids and other supplementary materials that are provided from the Central Library services. These supplementary instructional materials are catalogued in a revised and simple style and classified according to the Dewey Decimal System used by librarians. Every teacher now has a copy available of the visual aids catalog at all times. The work of classification was done by Gladys Waive Stager, librarian for the city schools.

The material in the Curriculum Guide is securely bound in a black catalog cover which takes the standard punched loose-leaf folder paper. Three "Chicago screws" hold the material securely in place so that the Guide opens like a bound copy. Bakersfield City Schools, the title, date, and other usual information is printed with gold colored ink on the front cover.

Guides are assembled in three levels according to grades: Primary, Intermediate, and Upper Grades. The first page of heavy paper inside has a device for indicating the level of the contents. There are places to write in the name of the teacher and school to which each Guide is assigned. All Guides must be accounted for and collected each year for revision or additions. This procedure naturally requires careful and constant supervision to coordinate the material and considerable work to assemble the books. Some pages may be used in all three levels, which increases the problem of organization and paging a given subject in each section. Each subject is complete in each section with its table of contents and front cover, and may be assembled as a separate unit as required for our own use, or in exchanging courses with other school systems.

It has been proven by experience that when several lengthy courses of study are presented to the teacher, and these may have been prepared by different persons in the curriculum department, that it is most difficult for a teacher during her first few years to get a complete picture of her responsibility in the whole instructional program. Announcements sent out during the year in bulletins present a problem to incorporate into the instructional program and especially to be continued into the next year.

One particular feature of the Guide is the Instructional Materials Master List, which is the first page for every subject in the Guide. This Master List is of particular value to principals and administrators because it contains the list of all of the basic materials for all of the grades. This briefly presents, as far as teaching materials is concerned, the program of instruction. Should basic books be added or replaced, this page will be prepared again putting the new material exactly where it belongs according to the other material on hand. Many of the teachers and principals have expressed the idea that this feature alone is worth the cost and the effort put into the preparation of the Curriculum Guide.

The new Guide was introduced to principals and teachers prior to the opening of schools and has been studied regularly by teacher groups in meetings conducted by the supervisors. During the first part of the school term, Mr. Neideffer led discussions of the Guide at the regular principals' meetings on the second and fourth Monday of each month.

H. M. Taliaferro, President of American Seating Company, has announced the appointment of James M. Ver Meulen to the post of General Sales Manager of the company, following the resignation of E. P. Whitley. Mr. Ver Meulen took over his new duties on January first. He brings to them a well-rounded experience and ability in both sales and production, developed during nearly 20 years' association with American Seating Company. Mr. Ver Meulen was formerly Manager of the Eastern Division and the New York office and, during the past few years, has been Superintendent of Operations in the company's war production program at the factory in Grand Rapids, Michigan.

Erratum: The cover cut of the January issue of the Western Journal of Education, showing a group of superintendents conferring with Dr. George Strayer, was wrongly accredited to the Tulare County school bulletin. The credit should go to the Fresno County Bulletin under the able direction of Louis P. Linn.

OPEN-AIR SCHOOLS IN URUGUAY

By Dr. Emilio Fournie

Chief, Instituto Internacional Americano de Protección a la Infancia, Montevideo, Uruguay[1]

(Translation by Emma Hazen, Division of Adult Education, Long Beach City Schools)

The organization of the open-air school originated in Uruguay as a means of protection for the underprivileged child, especially for those exposed to tuberculosis. The Uruguayan League Against Tuberculosis (Liga Uruguaya Contra El Tuberculosis) organized, as an experiment, the first school of this type on June 16, 1913. The school was located at the Sanitarium operated by the League in Montevideo. It depended upon the educational authorities (National Council of Primary and Normal Education—Consejo Nacional de Ensenanza Primaria y Normal) and the school health service (Cuerpo Medico Escolar) for everything relating to the teaching and medical inspection carried on in this school. The League provided the location and the sustenance.

The same plan for the school was followed as that initiated and organized in the United States by the Providence Anti-Tuberculosis League in 1908[2]. At all times the open-air school in Uruguay was regarded as "a scholastic institution, aided by an educator in collaboration with a physician," . . . in other words, the school had a double purpose, educational and social-medical.

The value of this first open-air school at once manifested itself from the point of view of preventive medicine, and in spite of the financial difficulties with which the undertaking has always struggled, three schools of the same type were created in 1921 in Montevideo. Each one has a capacity of 200 children. The initial school was at this time freed from its connection with the League and was no longer located in the Sanitarium. Two auxiliary open-air centers were founded in 1929, one a marine school on a beach close to Montevideo, and another, a camp, close to the city. The League had since 1912 maintained a camp of several tents for ailing children, and this was the impetus for the establishment of this camp school.

As the values of the project became evident, authorization was given for the establishment of eighteen open-air schools, one in each capital city of Uruguay, and in this way the benefits of these services were extended to the whole country.

There is only one especially constructed building for the open-air schools in Uruguay. It was built in Montevideo with the proceeds of a legacy and is known as Escuela No. 161. It has ample grounds, with seven spacious rooms with large glass doors facing north. These doors can remain completely open most of the time. Adjoining each room is a large area where children may work outside. Shrubbery and plants form a protection that insures privacy and protects children from the wind.

The other schools do not have specially constructed buildings. They are located in old "quintas" or estates with beautiful and spacious grounds that permit out-of-door classes at all times except during rainy weather. The tables used in the open-air schools are of the folding type, very light and easily moved by young children. This facilitates holding classes in a variety of locations on the grounds.

When the weather permits, the children remain out-of-doors all day with their bodies directly exposed to the air and sun. If it is cold, besides being dressed warmly, the children wrap themselves in blankets so that they may remain out-of-doors without injury to their health.

During the summer the schools are in session from 8:30 in the morning to 5 o'clock at night. In the winter the classes start a half hour later and close a half hour earlier. The schedule includes breakfast, lunch, and dinner before they leave the school. The school hours include academic instruction, practical duties, a nap, dental hygiene, and baths.

Children who enter the open-air schools are required to remain a minimum of four months. However, if the doctor indicates that the child should remain longer, he may do so until such time as the doctor deems him able to return to his regular classroom. There is no vacation period in these open-air schools. The teachers are replaced by substitutes in order that they may have a respite from their duties.

1. Dr. Fournie has held a number of important positions in the field of education in Uruguay. As Chief of the International American Institute for the Protection of Children, he is responsible for the publication of the Bulletin of the Institute which carries articles of interest to educators in several countries in the western hemisphere. This article was contributed by Dr. Fournie at the request of Mrs. Gladys L. Potter during a recent visit to the Institute in Montevideo.

2. Louise Strachen, Evolution of the Open Air School in the United States, *Boletin del Instituto Internacional Americano*, Volume X, page 627.

A definite time schedule is set up for instruction in the usual school subjects. Due to the environment, the child in these open-air schools has greater opportunities to interest himself in nature. He has freedom to observe and explore, and there is ample time for the teacher to illustrate and explain the phenomena of the natural environment.

The writer, who was at one time the Technical Inspector of Primary and Normal Schools in Uruguay, refused the request of a principal of an open-air school who asked that a special program be set up for this type of school. The refusal was based on the premise that the child leaves the regular school, remains only a short time in the open-air school, and when his health is improved he returns to his former school. Thus it is desirable that the program and the method of teaching in the regular schools and the open-air schools should not vary essentially. The differences in the two types of schools are dependent upon environment rather than upon prescribed curriculum.

In the open-air school, the time set aside for formal teaching is much shorter than in the regular school; however, the child remains with the teacher for a longer time each day. The additional time gives opportunity for informal instruction of a highly informative type and of great educational worth. Because of the characteristics of informality and many first-hand experiences, it has been found that the instruction provided is of great interest to the child. He has many opportunities for observing, questioning, and discussing. Because of these factors, it has been found that children return to the regular school rooms improved not only physically but also intellectually and morally.

In the organization and classification of children in the open-air schools, special consideration is given to the fact that children come from many different schools throughout the city and may enroll at any time during the year. This means that the classification of the child in the regular school is not adhered to rigorously. Each child is given a series of tests (exercises and observations) that furnish the data to place in aptitude groups which may differ from the classification from which he came. The groups are organized in such a way as to meet the needs and interests of the child in the best possible way. All of these factors, needless to say, influence the type of program in the open-air schools.

An interesting study of the social-medical value of open-air schools was conducted by Dr. Americo Mola, in which he presents data from eight years of study on 9397 children, 4825 boys and 4572 girls[3].

The study indicated that 70.21% of the children were of Uruguayan parents; 29.78% were of foreign parentage; 59.77% were from families with an annual income from $50 to $70 (U. S. A. $37.20); only 8.26% were from families having a larger income than $70. The children are classified in the Mola study as children of poor families of which there are 63.58%, and moderately poor of which there are 27.43%; 81.69% of the children came from homes having one or two rooms; 86.55% came from families of from 4 to 10 persons.

Referring to the physical condition of the children, Mola's study indicated that upon entering an open-air school 85.61% of the children were adjudged underweight, 71.45% were under-sized, 79.82% had chest measurements that were less than normal. Upon leaving the school, 85.0% had increased in weight from 1 to 7 kilos, 14.96% had attained a stationary weight, 73.10% had increased in height up to 6 ctm., and 69.76% had increased in chest measurements.

The writer is a decided defender of the principle that an ideal educational program should be provided for all children, not just the under-privileged group. This principle was recognized by the Third Congress of Open-Air Schools in Montevideo in July, 1936, which resolved "That the principles and methods of the Open-Air Schools be applied as amply as possible to all children of both sexes until they reach the age of 18 years, in all schools, and these principles and methods were to serve as a basis for a general reform of the educational methods."[4] Although because of economic reasons it may not be possible at the present time to insure this type of education and school for all children, it is hoped that as soon as possible classes for all children may be given out-of-doors or that all schools may function in buildings with large windows that open out into gardens, and that special consideration be given to field excursions, picnics, and vacation trips that will benefit children physically as well as intellectually and socially.

3. *Boletin del Instituto Internacional Americano de Protección a la Infancia.* Volume X, page 635.

4. *Boletin del Instituto Internacional Americano de Protección a la Infancia.* Volume X, page 267.

EDUCATION FOR THE BEACHHEAD—AND AFTER

Opening with a keynote address on "Our Postwar Dilemma" by Dr. Donald B. Tresidder, president of Stanford University, the 13th Annual Conference of the Stanford Alumni Association was held February 17 in San Francisco's Palace Hotel, with an enthusiastic attendance of more than 1000. Dr. Tresidder's general address introduced a number of Conference sections on the specific subjects of Education, Law, Medicine-Health - Biology, Engineering - Physical Sciences, Business, and Social Sciences-Humanities. Challenging discussions of "G. I." training and the new pattern to be cut for California schools constituted the bulk of the Education Section.

Dr. Tresidder described our dilemma in terms of the questions we seek to answer. How can a people with our great tradition maintain a free society in a world which for the most part has drifted steadily for 100 years toward collectivism, in a world so dangerous that the competent men of this country have already been assembled to discuss World War III. How can we maintain a free society in a country practically at arms at all times to meet sudden unprovoked attack. How can we meet such world problems and at the same time maintain our internal security with such problems as capital versus labor, race against race, class against class. Phases of these problems which are the specific concern of the schools were discussed at the session on Education.

Cutting a New Pattern for California Schools

William R. Odell, superintendent of schools, Oakland, California, spoke before the Education Section on "Cutting a New Pattern for California Schools." Walter L. Bachrodt, San Jose superintendent of schools and chairman of the Education Section, introduced Mr. Odell, saying that "as far as he was concerned, despite the fancy title, Bill was going to talk on the Strayer report."

Mr. Odell's talk did include some interesting specific analyses of the implications of the Strayer proposals for reorganizing California schools. But perhaps even more interesting was his description of the conditions out of which educators' new awareness of their social responsibility has arisen.

In the days when such organizations as the CCC were begun as social emergency

measures, school people received a jolt to their ego, he said, in not being consulted on such a program or even included as organizers. This omission seemed an implied criticism of the schools and an indication of the people's unwillingness to entrust such a program to them. Educators recovered from this blow to their ego but they remembered it. And by the time the need for a war training program had arisen, school people were ready to handle the job when it was entrusted to them. Channelled through regular school services, the war training program has been most successful. The schools now realize they have a significant role to play in comparable areas and in extensions of such programs as have already been carried on. Out of this new awareness on the part of educators comes the concern over modification and improvement of education in California, as proposed in the Strayer study.

Showing the schools' new social awareness, educators now realize, for example, that they must be prepared to meet the problem of the returning veteran by serving as a public agency to work cooperatively with both management and labor in training veterans, and in providing opportunity for apprenticeship in various trades. The schools are aware also that they must help in the job of assimilating new citizens in California who so far have been assimilated in employment only. Such activities as these all demand a unified system of state education such as we have never had before.

"Permanent Deposits" of "G. I." Training

"Permanent deposits" in our educational system from the much-discussed "G. I." training were reviewed by Laurence G. Thomas, Assistant Professor of Education, Stanford University. Mr. Thomas expressed his belief that the problem-solving approach of G. I. training, rather than absorption of information by lecture, has left its mark permanently at Stanford. The Army's criterion of "Will it help the boys when they reach the beachheads?" will after the war boil down to "What constitutes good citizenship?" Returning veterans will want to find the same mature method of training which they have been accustomed to in grappling with wartime problems.

One of the most interesting aspects of Army training at Stanford has been its similarity to the more progressive type of education which has been established in our elementary schools. As Dr. Curtis E. Warren, Superintendent of San Francisco City Schools, pointed out in the panel discussion following Mr. Thomas' talk, the best teaching practices in the state have filtered up from the elementary through the secondary level. We may now see the interesting reversal of the best teaching practices filtering down from the college level to the secondary, which seems to be the laggard of all levels.

Some of the courses introduced for the soldier students at Stanford have proved of such interest that they probably will be maintained for civilian students. A course on the United States in Foreign Affairs since 1918, is one of these. Another is a course in Interviewing. A "Regional Studies" series on various parts of the world, such as the Far East, Germany, Greece, for example, will probably be maintained. This type of course integrated such fields as political science, geography, economics, history, anthropology, and sociology in the study of one region. This of course closely parallels the elementary school's "unit" method of study. After the war such regional studies may be made of our own country, as for example, the Far West.

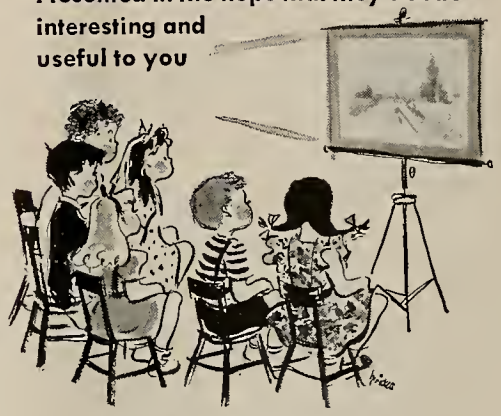
As the Stanford war training program progressed, the lecture system was practically demolished and replaced by a panel system. Instructors were kept from getting too academic and students from getting too narrow. Interviews and trips were used as well as texts. Standard achievement tests proved far more important than formerly considered. A student who was placed right had much higher morale consequently, and it was sometimes found a student was able to take an advanced course without first taking the elementary course. In planning the regional studies courses it was necessary to have some crossing of departmental lines, always considered "dangerous" before. This put instructors on their mettle and obtained better performance than "soloing" sometimes does.

In the panel discussion following Mr. Thomas' speech the subjects under consideration were in-service training of teachers, reorganization of secondary curriculum and organization of a strong state-wide system of education. Dr. Paul Hanna, moderator, made the point that one reason for secondary education lagging behind is that teachers have not had opportunity to see this kind of education operating. The training available to elementary teachers has not been provided for those of the secondary level.

A moot point made in reference to G. I. training was that this wartime program has not had to suffer any of the drawbacks common to education in peacetime, such as being stinted by lack of money, of well-trained teachers, or public approval.

New Horizons in Teaching

Presented in the hope that they will be interesting and useful to you



For Users of Education Movies

If you use educational films for your classes, you will be interested to know that right now there are literally thousands of them available.

Most of these are in a standard film directory for a teacher's ready reference. It is called "1000 and One, the Blue Book of Non-Theatrical Films." 6214 films under 176 subject titles.

Few minutes' study shows ease of getting information by classified listings of titles, number of reels, contents, producer.

Also included — producers, distributors and alphabetical index with film size, length, etc. *For further information write Educational Screen, 64 East Lake Street, Chicago 1, Illinois.*

We hope the above information is helpful to you just as in the past Wrigley's Spearmint Gum has been helpful to millions of people. Z-16

Remember this wrapper—*it stands for chewing gum of quality and flavor. It is empty now and will stay empty until gum of Wrigley's Spearmint quality can again be made.*

Library News

Edited by MABEL R. GILLIS, State Librarian

It gives me pleasure to share with teachers, librarians and parents, the contagious enthusiasm for children's reading expressed by Mrs. Bowman, the Chairman of Reading and Library Service, California Congress of Parents and Teachers.—Ed.

"READING IS FUN"

By Mrs. George H. Bowman

Not long ago I sat with a group of teachers and librarians in a series of meetings where the problem under discussion was children's reading. That it was a problem was perfectly apparent. There was consideration of the child who couldn't read, the one who wouldn't read, and the one who would read only the wrong things. These people were earnest and sincere. Also, they were professionals by education and experience. I was only a parent, there by virtue of my interest in both children and reading. Because this interest was known to some of the group, I had been invited to sit in on the discussions.

I felt decidedly aware that I had no authority so I confined myself to a listener's part for some time, but finally my self-control gave way. I said, "There seems to be one approach to the child and his reading that has not been touched. Doesn't anyone think that reading is fun?"

Their attitude toward me was interested and kind. They listened to what I had to say but I do not think I persuaded them to my point of view. They thought that I was a "special parent" with a very limited experience with children, and those my own, who had of course inherited my love of reading and profited by a bookish environment. They were agreed that for them reading was a source of enjoyment and enrichment as well as the keenest tool of their profession, but they were convinced that there were boys and girls who were born non-readers and who could not be changed by any method known to teacher or librarian. I deferred to their greater knowledge and experience. For a few children that was undoubtedly true; but I think they did not wholly realize how contagious reading enthusiasm can be.

Love of Reading Can Be Communicated

I am reminded of something I once read or heard, "A love of reading cannot be taught but it can be communicated." I think many a young person has received that beneficial communication from someone else rather than from a fortunate inheritance.

Reading mothers and fathers are a wonderful advantage—that's true. Parents and children who have shared stories and poetry together have a bond of friendship which is entirely apart from a parental relationship. Liking the same book or author always seems to establish a contact between people. Even two who have just met feel a glow of warmth when they discover a common taste in books. How many friendships have begun with a quoted sentence. Someone says lightly when the conversation becomes heated, "That's glory for you!" and two strangers find, in that reference to "Alice" and her conversation with Humpty Dumpty, a friend in common.

Not all children have parents who read aloud to them. That must be admitted. But most children go to school and there is the teacher's opportunity. She reads a story aloud and watches the faces before her for interest and response. She reads with enthusiasm because it's such fun for her.

Teachers Who Read Aloud

One of the dearest memories of my early childhood is of a teacher who read to us. Not that I remember her as a person; I don't know whether she was tall or short, young or old, but she had a beautiful voice, rich with understanding, and she read aloud as if she loved it. She read tales of heroes, brave deeds and great adventures; books about animals also, *Black Beauty*, Helen Sewell's unforgettable story of the life of a horse. I am told that many children still read *Black Beauty*—I must re-read it some time to see if the things I remember still have moving power. Always on Friday afternoons, and sometimes on dark and rainy days, the teacher gave us her love of books. When she read to a room full of lively boys and girls there was a breathless stillness and yet we were just average public school pupils. There must have been in that group all kinds of children, the ones who couldn't read, and the ones who wouldn't read, and the ones who read only the wrong things. But they listened to her as one child whose very life was fed by reading!

The Power of Words

In high school I had another teacher who loved words and communicated that love to her classes. I can still remember some of the things she said although it has been a number of years since I was a high school student. In portraying the power of words she used to have us do an exercise she called "killing sentences." One of these sentences still comes back to me just as she repeated it in her low voice. With the recollection comes a picture of that Oklahoma high school and the boys and girls who were my classmates—but this was the sentence, "In the glare of an electric sign a fat, unshaven man, in Salvation Army blue, stood shaking a tambourine vigorously." Now the basic fact that was imparted was this, she said, "In the light a man played a musical instrument." But taking out the descriptive words had killed the sentence.

Another sentence we worked upon was from one of Kipling's stories, "The creaking bamboo whipped the sky." It became "The tree moved in the wind" and we had a lesson in the power of words that some of us never forgot.

Parents Who Read Aloud

It was natural that a mother who had always thought reading was more fun than anything should read to the children she had discovered were even more fun than reading, beginning, of course, with the nursery rhymes which a very little girl soon knew well enough to "read" back to her mother. It was exciting even though mother knew it was remembering and not truly reading. Then there was "The night before Christmas and all through the house not a creature was stirring, not even a mouse" and *A Child's Garden of Verses* by Stevenson. Very useful to know "How do you like to go up in a swing" when indulging in that joyous pastime at the children's playground, and *The Land of Counterpane* lightened the boredom of a day in bed as it has for many an ailing child.

There was the fun of going to the library together, of having one's own library card, and choosing one's own stack of books to take home, sometimes to read, other times to hear read aloud.

Opportunities of Children's Librarian

The children's librarians in the public library have a priceless opportunity for communicating the love of books. In my experience most of them have been sources of inspiration. How many wonderful new books we might have missed had it not

been for the children's librarian! We might not have seen *The Cat Who went to Heaven* by Elizabeth Coatsworth, or that most engaging of all children's books, *Round-About-Turn* by Leslie Brooks.

Children of today are so fortunate in the quality and variety of books produced for them that they are in particular need of the trained guidance of the librarian in order not to miss a single story that seems to have been written "just for you." Children's librarians, like teachers, have a marvelous opportunity to fit the book to the child, although the librarian has the advantage because the child chooses to go to the library. Even so, that sense of someone's personal interest in the child and his book is a very compelling factor in drawing the mother and the young child back to the children's room, as well as in attracting the older boy or girl who goes alone.

Children's books offer rich rewards to adult readers, also. Not only those children's books long known to them, adopted, and become fashionable by that adoption, but current publications for boys and girls.

Doris Gates in her *Blue Willow* has told a story of a child on the move during the depression, one of the transient children who drifted from place to place while father earned a scanty livelihood in the various valleys of California as a migrant worker in field and orchard. Little Janie's longing for a home of her own, where she could feel that she belonged in the school and the community, could not fail to tug at the heart of the reading adult as well as create a sympathetic attitude in the mind of a child. Because of a reading experience in *Blue Willow*, who knows how many children have been welcomed and befriended in the schools and libraries of California.

Parent-Teacher Asociations' Contributions

Parent-Teacher Associations are aware of the problems of reading presentation, but their aim is to open the way for every child to taste and try books until he finds those that interest and please him, leading him on ever widening roads of adventure of the mind and imagination that he can travel as long as he lives.

They find many ways to implement their purpose. Knowing that the quickest method is to create understanding and sympathy in the attitude of the parents they plan book review programs at P. T. A. meetings. There the local librarian appears with an armful of children's books to display and talk about. She urges the mothers to bring their children to the library. She suggests that there are stories the teachers will find useful in pointing up the subjects in their classes. Thus the home, the school, and the library are united to serve the reading needs of the child.

Many school libraries have been augmented by gifts of books from the P. T. A. Sometimes the meeting takes place in the library with a teacher or the school librarian acting as hostess. This is often done in November during Book Week but it need not be limited to that month.

In Oakland the Twenty-eighth District of the California Congress of Parents and Teachers sponsors a class called a "Parent's Class in Children's Literature" which is conducted in the Children's Room of the Oakland Public Library, by the Children's Librarian, with the assistance of librarians from the various branch libraries. This class meets once a week for a series of six morning discussions. Those attending are given a background of the history of books for children, and the developments in the field of children's literature. From this they go on into discussions and reviews of children's books in all their abundance and variety. They learn of fairy tales and folk lore, myth and legend, fact and fancy, history and science, ancient days and modern times, their own country and other countries, all presented for their children in this wonderful field of children's books. These classes have an enthusiastic group attending them.

The San Francisco Second District Parent Teacher organization sponsors bi-monthly conferences. These also are held in the Children's Room of the Public Library and are conducted by the Head Children's Librarian and the Supervisor of Texts and Libraries of the San Francisco Public Schools so that the unity of home, school and library is very definite. For the past two years these three groups have provided a Children's Book Fair during Book Week. This also is held in the Children's Room and draws adults as well as children from all over the city.

I know of these programs personally but I have been told by parent-teacher leaders of the projects in all parts of California that have as their objective the introduction of books to parents and children.

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Book Reviews

From the California Association of Public School Business Officials

PUBLIC UTILITIES COSTS IN CALIFORNIA SCHOOLS by C. L. Suffield. Price $2.00.

This comprehensive study indicates that the rates charged for electric light and power to California schools are higher than similar services provided to any other class of consumers. The data also indicate that the electric service costs per unit are actually less than those of the surrounding domestic users who enjoy lower rates. In the secondary schools where power machinery is used, the practice of using separate meters for light and for power causes the schools to pay more than the estimated cost of the service justifies. All the findings painstakingly collected contribute to the conclusion that the utility corporations could, if they were so minded, make a fair adjustment of rate schedules so as to provide the schools with electric power at rates as favorable as those given to other types of consumers, and that they could do so without appreciable financial unfairness to their stockholders. The author argues that the schools do not operate for profit but make large social contributions to the communities and the state; that they are most desirable customers from the standpoint of credit and regularity, and that they purchase power when it can be supplied most readily without overburdening the services. All in all, they deserve much better treatment than they receive.

To find the fact that the schools are being overcharged and to induce the power companies to correct the situation are vastly different problems. The author of the present study indicates that there is a huge task in finding the facts of overcharges; he also suggests how, and by whom, the inequities now suffered by the schools should be corrected. The problems of arousing state rate-making officials to action, and of carrying on the long, complicated and troublesome negotiations with the power companies and the state officials are outlined. As a practical illustration of procedure, the author includes the details of a survey conducted in his own home city of San Bernardino and the several steps, including the documents of the "case" presented to the local power company, and the appeal made to the state commission in charge of public utilities control.

The study recommends numerous steps in internal school management which can be taken for improving the schools' use of utilities services. Considerable economy can be made if the school plant is checked for unifying and reducing electric meter installations, improving wiring, and eliminating waste and loss of both light and power through careless use of lights, etc.

In an extensive appendix, the study presents a vast amount of data in the form of tables and charts supporting the findings and conclusions.

While the public utilities situation differs vastly in the various states and even in adjacent communities, a study like the present is of wide value in that it arouses school authorities to a consciousness of their responsibility for understanding their immediate situations, and of finding ways and means to reduce costs where these are excessive and where rate reductions should be made.

Mr. Suffield and his committee have rendered a valuable service in their painstaking studies and in their patient, long-continued efforts for securing advantageous utility rates.

From D. C. Heath and Company

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Vierling Kersey, superintendent of the Los Angeles City School District, this year accepted a third 4-year contract to run the third largest school district in the nation.

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April, 1945

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Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner W. M. Culp Mabel R. Gillis
Irmagarde Richards Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

A trip to Boston, Massachusetts, is an event at any time—only 200 miles from New York City, but as far apart as a lifetime. The Boston Common, the streets that confuse a compass, Beacon Street and its massed sandstone fronts, the Boston subway and its unique equipment, Back Bay, East Boston, South Boston, Charles River, the Irish-named persons speaking with that New England accent, the publishing houses that have made Boston famous: Little, Brown & Company, Houghton Mifflin Company, Allyn and Bacon, Ginn and Company, and many others.

We visit Frederick A. Rice, President of Ginn and Company, whose editorial offices occupy an entire floor of the Statler Office Building, the President's office looking up a street running toward Boston Common, where in summer the green of grass and trees is in sight. Frederick A. Rice, a New Englander by birth, is to western bookmen a man of the west also. For thirty years Mr. Rice represented Ginn and Company in California and the Pacific Coast as salesman of elementary, high school, and college texts, and finally as Pacific Coast Manager after Selden Smith's passing. To be president of one of the great textbook companies of the United States is an outstanding honor, and the bookmen of the west are proud of the fact that perhaps that thirty years' contact is giving a flavor to the editorial thought of a great textbook concern. Those institutes at Chino, Oroville, Fresno, Visalia, Bakersfield, Oakland, Santa Rosa. Those sessions at the California state superintendents' conventions, those long summer seminars at the book exhibits at the University of California and Stanford, where the needs of education and the world were exhaustively commented upon. All, we feel, had definite impact in making a great bookman and publisher, so the bookmen of the far west salute President Frederick A. Rice of Ginn and Company.

✓ ✓ ✓

The American Textbook Publishers' Institute held their annual meeting at Princeton Inn, Princeton, New Jersey, this past March 8 and 9. This Institute is in its third year as an organization, having been established July 1, 1942, in New York City with Dudley R. Cowles, President of D. C. Heath and Company as its first President. Lloyd W. King, for a number of years state superintendent of schools and director of vocational education for Missouri, was selected as Executive Secretary in 1943. President Cowles was reelected in February, 1943. The Office of the Institute was established at 150 Fifth Avenue, New York City 11, New York, in January, 1944. In February, 1944, Edward H. Kenerson, director of Ginn and Company, was elected President of the Institute and was re-elected at this last 1945 March meeting. The Institute is open to all textbook publishers in the United States desirous of joining. Yearly dues and voting weight is determined by the classification each company is listed under. Classifications A, B, and C are determined by the amount of business each company has done the previous year. At present some thirty-eight companies of about one hundred and sixty so-called textbook companies in the United States belong to the Institute.

The purpose of the Institute as stated in one of their circulars, is to help promote a better understanding of the nature and unique function of schools in a democratic society so that all concerned may have the proper background for an appraisal of the work of schools. The Board of Directors wishes to further a better understanding of the indispensable role of books as tools of learning. Since money spent for books for schools in the United States is, relatively speaking, a very small part of educational expense, and as schools in most states are supplied with inadequate quantities, it is felt an increased expenditure for books would in the long run reduce educational expenditures by reducing retardation in schools. Furthermore books supplied in generous quantities serve to enrich the lives of the boys and girls so supplied. Better textbooks for better children is the watchword of the hour.

✓ ✓ ✓

New York State at this year's meeting of the State Legislature passed a bill, signed by Governor Thomas E. Dewey, establishing as far as is known the first State School of Industrial and Labor Relations in the country. This bill paves the way for hiring of faculty members and the registration of students and will be opened in the fall at Cornell University, Ithaca, New York; $200,000 is available for this project July 1st next. The object of the new school is to improve industrial and labor conditions through instruction, research, and the dissemination of information "in all aspects of industrial, labor and public relations affecting employers and employees."

✓ ✓ ✓

The question of teachers' salaries for the coming year continues to hold the spotlight of attention in many communities. New York City teachers are asking for a $500 raise. An increased state appropriation makes possible a raise. Other cities are stressing the need for increases. The metropolitan area of New York City probably has felt the inflation of the times more than most sections, even though they are the best paid public educational group in the United States. Government figures on the index as to the

rise of the cost of living and the prices that have to be paid for some reason or other do not harmonize.

A coming, or continuing, shortage of well-trained teachers also seems to be facing public school administrators. Perhaps reconversion and the cutting of demand for labor at the end of the war in Europe may send former teachers back into the classrooms. That is one possibility. Training of new teachers is almost at the vanishing point and will likely continue so for some time. Many superintendents are thinking of doing what Superintendent Dr. Willard B. Spalding of Portland, Oregon, has announced he will do in the public press of New England. He had publicized the fact that he would set up headquarters at Hotel Statler, Boston, Massachusetts, from March 31 to April 9, to interview teachers and heads of teachers' colleges in surrounding communities relative to positions open in Portland, Oregon. He feels that many school systems suffer from serious professional inbreeding. He thinks they need the infusion of new blood from all parts of the country if they are to develop a truly national viewpoint. Consequently, it looks as though Portland, Oregon, is going to be leavened with teachers more thoroughly grounded in formal education.

The Springfield, Massachusetts, Board of Education some two years ago moved from the City Hall to its new administration Building at 32 Spring Street. This building, formerly a trade school, had been reconverted into the offices of the supervisory forces and business department as well as a storehouse for the supplies of the city schools. Superintendent John E. Granrud, and supervisors Miss Mary O. Pottenger of the elementary schools and Miss Evelyn T. Holston of the junior high schools, have most attractive offices at the front of the second floor. What makes the building noteworthy to the citizens of the city is the publicizing of the Board of Education room. This room would be outstanding in any school administration building. It is a large room some 26x34 feet, reconstructed in the period of the foundation of Springfield as of the year 1679. On the walls are reproductions of Springfield as of its first years, drawn to scale. The roughing in of this work was done by the pupils of Springfield themselves. The model of an original St. Gaudens statue is in a niche at the east end of the room. At the other end are shelves containing textbooks used from the earliest days to the present. Furniture of the historic period was reproduced and furnished by the students of Springfield. A huge oval library table with period legs in the center of the room is the meeting spot for the Board of Education. The room, finished in white and with the side walls covered with the historical frescoes, is more than attractive. On the floor is an oriental rug. The citizens of Springfield rumor it cost $8000. Superintendent Granrud reports they made a purchase at a fraction of that amount. It does tone up the colonial setting. The room will hold 200 persons for special meetings when chairs are brought in for such events. As it is, Springfield can boast of a historic room of a historic period reproduced in accuracy for the surveying by pupils and citizenry and outside visitors.

D. C. Heath and Company this year celebrates sixty years of publishing. Late in 1885 the publishing firm of Ginn and Heath was dissolved and the new firm, established by Daniel Collamore Heath, started on its way with thirteen books and eleven pamphlets. These were chiefly in science and modern languages, two subjects that Mr. Heath had the vision to anticipate would play an important part in future school curriculums. In a recent interview, Mr. Dudley R. Cowles, president of D. C. Heath and Company, said, "We were fortunate that in our early years our steps were guided by men who as experienced educators believed strongly that an important part of their business was to advance the cause of American education by making as good books as it was possible for us to make. That purpose has remained a guide to the company ever since. During the last sixty years Heath has pioneered in new fields, and recently has developed a large and strong list in the elementary field. In the high school and college fields Heath is going vigorously ahead to keep abreast of the many educational changes that a changing world demands. We have produced an increasing number of texts meeting educational requirements so closely that several of our series have been and are being used by the millions. It has always been our purpose to watch and understand the trends in education and to anticipate if possible or at least to meet promptly the educators' demands for textbooks as tools to carry forward their programs.

"Sixty," Mr. Cowles said, "is a fine age. We are old enough to profit by our experience; young enough to look ahead with enthusiasm, to redouble our efforts, and to do our share in meeting the new and difficult demands the postwar world will make on American schools and American publishers."

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Western School News

Edited by MORRIS WAGNER

VIERLING KERSEY DIRECTS THIRD LARGEST SCHOOL DISTRICT IN NATION

The Los Angeles City School District, third largest school district in the nation, extended this year to Superintendent Vierling Kersey a third 4-year contract to run this enormous school system at a $2000 increase, making a yearly salary of $14,000. The Los Angeles school district is a great sprawling geographic area fully 60 miles across at some points. It comprises some of the most highly congested school units in the country and at its outlying areas schools that can be classed as rural. In a report compiled by Assistant Superintendent Harry M. Howell, some interesting statistics are given relative to the area of school districts compared with the area of the city. While the school district ranks third in size nationally, the city is fifth in rank. The area of the city is 451,714 square miles as compared with the following areas of the school districts: elementary, 722,540; high school, 1,140,730; junior college, 1,146,410. Within this area there are a total of 401 schools, an increase of 19 over last year. In this number 42 senior high schools are included.

Mr. Kersey, now in his ninth year as superintendent of this great city system, is not only a Californian but was born and raised in Los Angeles. He received all of his elementary and high school education in Los Angeles, being a graduate of the old Polytechnic High School. His higher education was received at the University of Southern California where he obtained both his B. A. and M. A. degrees. In 1929 Whittier College gave Mr. Kersey the honorary degree of LL.D. In the following year, the University of Southern California conferred upon him the degree of Ph.D.

Mr. Kersey first served as a teacher in the Los Angeles city schools. In 1918 he was appointed as a high school principal. From 1919 to 1923 he served as Director of Continuation Work, becoming assistant superintendent in 1923 and holding that position until he was appointed State Superintendent of Public Instruction in 1929. He was re-elected twice to that office, first in 1931 and then again in 1934. He served until 1937 when he assumed his present position.

Mr. Kersey is a member of the Masonic Lodge, the Scottish Rite, and the Shrine. He is also an Optimist Club member as well as a member of several educational fraternities. He is a man who loves his work and his great interest in the welfare of children is evidenced by the endless number of hours he devotes to the work.

An interesting interlude in Mr. Kersey's childhood was when the family moved to a cattle ranch in Arizona. Here Superintendent Kersey learned to speak Spanish fluently. His interest in the language was influenced by his mother who was an accomplished linguist, speaking five languages. During this period of ranch living he also developed a love for horses which has carried over into adult life. While State Superintendent and living in Sacramento, he kept fine saddle horses, as he still does on his San Fernando Valley ranch home. Through the years Mr. Kersey has been particularly interested in promoting health and safety. He often makes a point of the importance of swimming as a healthful sport, a pleasurable exercise, and an important safety measure.

Mr. Kersey's educational program has been basic and sound, and he is entirely aware of administrative needs and revisions in so great and complex a system with a total teaching staff of 9849 and approximately 4000 other employees. The total personnel employed by the school department is 13,936.

SAN JOAQUIN COUNTY—STOCKTON INSTITUTE

On March 15-16 a workshop-type institute was held in Stockton for San Joaquin County and the City of Stockton. There were 30 workshop sessions planned and three sessions in graphic arts, audio-visual, and library work. About 1000 teachers were in attendance. Mrs. Birdie Esser, Curriculum Coordinator, was chairman of the committee on planning. Outside leaders and consultants were from the University of California Department of Education and Curriculum Library, the State Department of Education, the supervisory staffs of San Joaquin County and the City of Stockton, and from San Diego State Teachers College.

Miss Helen Heffernan and Dr. Lillian Hill spoke at the general sessions. Mrs. Esser, in reviewing the program, stated that this type of Institute is the beginning of a projected in-service program which may carry over for a number of years. The real purpose behind the Institute is to achieve active participation on the part of teachers instead of mere passive acceptance. The techniques of democratic discussion are used in the workshop procedure. The last half of each workshop is spent in evaluation in which teachers ask themselves these questions: did we have a purpose, how well did we accomplish our purpose, and what shall we do next?

In order to help them to line up their thinking with national thought on educational problems the *Educational Issues Test* was given to all teachers on current educational problems. Where teachers differed from the conclusions of the test, the questions were discussed in the workshops. This method aroused thinking and discussion of basic issues which enlivened the workshop sessions and which will influence every phase of the instructional program. Miss Vivella Martin, assistant head of the curriculum libaries, of the University of California training school, was one of the outside leaders. Mrs. Marguerite Brydegaard, associate professor of education and supervisor of student teaching in the intermediate grades, San Diego State College, and Dr. David H. Russell, University of California, were consultants at the workshop meetings. A number of visitors from neighboring counties were seen at the institute, among them Mrs. Margaret Annear, county superintendent of schools, Stanislaus County, and her supervisors, Mrs. Mollie Platt and Miss Mercedes Erro, and from Alameda County, Mrs. Ethel S. Ward, Coordinator of Curriculum, Mrs. Ramona Fleeson, Coordinator of Art Education, Harold Schoenfeld, Supervisor of Physical Education and Attendance. Miss Jessie Boyd, librarian of the University High School, Oakland, was in charge of the library workshop.

San Pablo, because of its proximity to Bay Area defense industries, has had one of the most rapid population growths in Contra Costa County. In 1940, the population of the town was 6500. A special census in April, 1944, showed the population to be 26,250, and the present estimate is 30,000.

ELEANOR FREEMAN COLLINS WILL CONDUCT WORKSHOP IN AIR AGE EDUCATION

Eleanor Freeman Collins, Director of Curriculum, San Mateo County schools, will conduct a workshop at the San Francisco State College summer session under the title, "Workshop in Air Age Education." San Mateo County, under the leadership of County Superintendent Pansy Jewett Abbott, has carried on a very successful program of adapting the course of study to teaching from the viewpoint thrust upon us by the Air Age, with its urgency for introducing global concepts.

The Workshop in Air Education which Mrs. Collins is to conduct at the San Francisco State College will provide teachers with necessary background and guidance so that they can equip boys and girls with basic knowledges, skills, and attitudes to give an understanding of the implications of air power and the air age in which we live. There will be opportunities for the teachers themselves to participate in the kinds of activities that will help children to understand air transportation and its effects upon world citizenship. These workshop experiences should equip the teacher with basic understanding of air travel and give her confidence, inspiration and enthusiasm for teaching it.

Recognizing the needs of the times, Mrs. Collins has developed, as chairman of a committee of many participating teachers, two social studies units for upper elementary grades, "Living in the San Francisco Bay Area," and "Travel by Air." "Travel by Air" grows naturally out of an earlier publication, "Supplement to Teachers' Guide to the Social Studies," September, 1943, which was prepared to give more guidance to teachers in a social studies program, and which placed emphasis upon the new concept and importance of geography.

"Travel by Air" is a Teachers' Guide to Source Materials and Activities in developing a unit on Air Travel for grades seven and eight. The book was made possible by contributions of a number of teachers who summarized notes they had taken at a series of workshop meetings designed to prepare them to guide boys and girls in air-age education. This series, sponsored by the Curriculum Department of the Office of the San Mateo County Superintendent of Schools, was held under the direction of Harry Sullivan, Educational Coordinator of United Air Lines. Some of the problems suggested to guide pupils' learning experiences are "The Importance of Aviation in American Life," "Airplane Structure and Materials," "Airplane Flight and Control," "The Weather and Flying," "Airports," "The Airways," "Geography for the Age of Flight," "Air Routes," "Vocational Opportunities in Aviation."

"Living in the San Francisco Bay Area," a required social studies unit, provides a real opportunity for San Mateo County children to become well acquainted with the entire bay region and to learn many important things about California as a whole. As the title suggests, emphasis is placed on conditions and situations that exist today, but since it is necessary to know the past to appreciate the present, the unit includes much of the colorful history that has played an important part in the growth and development of the Bay Area. Some of the suggested problems to guide children's learning experiences include "Learning About Distinguished Men and Women of the San Francisco Bay Area," "Learning About Points and Places of Interest in the Bay Area," "National Defense and the Port of San Francisco." There is a section on "Suggestions for Integration of Subjects and School Experiences."

A Californian, Mrs. Collins was born in Humboldt County where she began her teaching. Coming to Redwood City in 1921 as a teacher in the Lincoln school, she was almost immediately promoted to the principalship of the school. After five years in this position she entered the county schools' office to work as a supervisor with Superintendent Abbott.

Mrs. Collins secured her B. A. degree from the University of California and her M. A. from Stanford University in the field of supervision. She has done considerable work towards a doctorate. As secretary of the Peninsula Stanford Alumnae Association, she takes a prominent part in its activities. There are about 375 members in this progressive group.

Mrs. Collins tells an amusing incident concerning the Harr Wagner Publishing Company and Roy Cloud. Mr. Cloud, as county superintendent of schools, once took Mr. Wagner to visit Mrs. Collins' school in Redwood City. In one of the rooms she asked him to speak to the children, and after she had introduced him, there was one of those momentary dead silences that sometimes happen to the most poised adults. The burden of it seemed to fall on one small lad at the back of the room who felt his class was failing in some way to rise to the occasion. He hadn't caught the name, but, feeling he must take the responsibility for the manners of the class, he piped up in a loud clear voice, "Pleased to meet you, Mister!"

R. L. Crane, superintendent of Jefferson Elementary School District in Daly City, San Mateo County, is feeling very fortunate in having already secured three new teachers toward the number he will need next year in handling his problem of providing for approximately 300 additional children. This expected increase is due to a new and practically completed subdivision which brings 208 new houses into the district. When the war broke out, there were very few vacant houses in Daly City. There has been a gradual increase in school enrollment during the past three years which has meant a terrific overcrowding in the houses where families in many cases have had to double up. The numerous auto courts which had cared for travellers became permanent dwellings. Mr. Crane is always cheerful and optimistic and has managed to solve his problems always in working out a successful school program for the children in his charge despite wartime handicaps. The Jefferson School District includes seven elementary and primary schools. It borders San Francisco and seems a continuation of the city if you miss the signpost that marks the San Mateo County line. Mr. Crane is president of the San Mateo County Board of Education. He has been a member for many years, and this is his fifteenth year as superintendent of the Jefferson elementary school district.

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NEW CURRICULUM HEAD IN LONG BEACH SCHOOLS

Dr. Lavone Hanna has gone to Long Beach as Supervisor of Curriculum and Educational Research. For the past five years she has been acting Professor of Education at Stanford in the School of Education, where she was a member of the Stanford Social Investigation and Acting Assistant Professor of Education.

In assuming her new work in Long Beach, Miss Hanna will coordinate the curriculum work from kindergarten through the City College. She brings to the work unusual ability and a wealth of varied experience in teaching and curriculum work. As co-author of the following publications she has contributed

Dr. Lavone Hanna

in the field of evaluation and social studies: *Evaluation of Modern Education,* edited by Leonard and Eurich; *Education for Wartime and After,* Stanford Faculty of School of Education; National Council of Social Studies and N. E. A. *Health of the Nation;* 15th Yearbook of the National Council of Social Studies *Adapting Instruction in Social Studies to Individual Differences,* Krug and Anderson editors.

Before going to Stanford Miss Hanna taught in the high school in Tulsa, Oklahoma, and acted as director of general education program in the secondary schools there. She received her doctor's degree in 1943 from Stanford.

Long Beach is fortunate indeed to have her services.

* * *

Howard McDonald, Superintendent of Schools, Salt Lake City, Utah, and formerly a member of the San Francisco School Department, has accepted the Presidency of the Brigham Young University, Provo, Utah. Mr. McDonald had been in the San Francisco schools from 1928, when he became vice-principal of Balboa High School, until 1944, when he returned to his home state, Utah, as superintendent of the Salt Lake schools. Mr. McDonald remained at Balboa High School until 1934 when he was made director of teaching personnel. He held this position until 1936 when he was appointed deputy superintendent in charge of teaching personnel.

Mr. McDonald received his B. S. degree from Utah State Agricultural College in 1921, and taught at the College from 1921 to 1924 as instructor of mathematics. He came to California in 1924 and accepted part-time employment at Mission High School while he attended the University of California. He received his M. A. from the University of California in 1925.

* * *

The State Council meeting of the California Elementary School Principals Association was held at the Hotel California, Fresno, March 27, 1945. Despite the many interruptions, which have been met in the elementary schools of the State, reports of the committee chairmen showed a most successful year of progress.

Ben Watkins, of Orosi, State President, presided, and chairmen gave committee reports as follows: Membership report, Eva M. Ott, Oakland; Yearbook Distributor's report, Sarah L. Young, Oakland; Yearbook Editor's report, N. D. Meyers, Palos Verdes Estates; California Elementary Principal Editor's report, Edwin C. Clark, Avenal; Necrology committee, Joseph Decarli, Salinas; Constitution Revision Committee, Fred M. Sparks, Pomona; Resolutions Committee, Harry L. Buckalew, Fresno, and Legislative Committee, Ed O'Reilly, Sacramento.

W. A. Benner, Oakland, Melvin Rudholm, Pixley, Loretta Allison, Watsonville, Lloyd G. Johnson, Arbuckle, Mary Mullen, Alhambra, section presidents, reported a year of progress with principals participating in many fine meetings.

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The State Conference is postponed this year due to wartime regulations.

The Yearbook for 1945-56, under the editorship of N. D. Meyers, is "Education for Cultural Unity."

Officers for 1945-46 were elected as follows: President, Eva M. Ott, Oakland; Vice-President, Mary Mullen, Alhambra; Secretary, Kathleen Stevens, Los Angeles; Treasurer, John Horning, Berkeley; Directors, Charles Carpenter, Fresno, and Carl Lundberg, Salinas.

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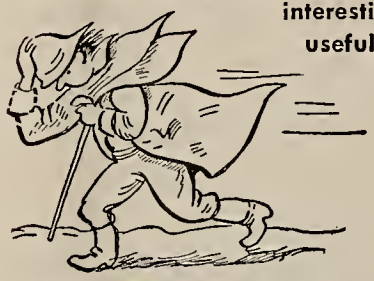

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SAN FRANCISCO CALIFORNIA

Stanford University announces a program of Pacific-Asiatic-Russian Studies to meet the need that has sprung up since December 7, 1941, when Americans became aware of their lack of knowledge about the many peoples and countries of the Pacific, Asiatic, and Russian regions. For its immediate purposes our government is now training large numbers of men, under high pressure, in the languages, geographies, and cultures of Pacific and Asiatic peoples. For long-range purposes, beyond the war, our citizens must learn to know those countries just as in the past we have known Europe. It is the task of the university to lead in this new world concept, the importance of which lies not merely in reasons of national security, but also in the recognition that economically and culturally, as well as politically, we shall more than ever be living in "one world." Stanford, on the shores of the Pacific, is strategically located as an independent, endowed university to develop studies in the Pacific, East Asia, and Russia. Specific objectives of the program are to give the student (a) an understanding of the geography, peoples, history, political institutions, religions, and cultures of these regions; (b) a more intimate acquaintance with a specific country or area; (c) a knowledge of the language of that country or area.

Sacramento College has been selected as the educational center and examination headquarters for 21 northern counties under terms of the Congressional action whereby returning veterans may avail themselves of educational opportunities. Already from San Francisco north several thousand men have made inquiries and it is estimated that within the immediate year or two facilities will be available at Sacramento College for 500 or more returning veterans under terms of the G. I. Bill of Rights and the Vocational Rehabilitation Act. According to C. N. Settles and Walter J. Pierce, veterans' affairs officials at the college, there is no way to determine numerically the far-reaching effects of educational opportunities with government assistance for returning veterans. Service men have the opportunity to delay their privileges under the acts until two years after leaving the service or two years following the conclusion of hostilities. This will afford many returning veterans an opportunity when physically able, to relieve the manpower shortage by going to work in the interests of the war effort on the home front before making formal education an elective.

Sacramento College is a wise choice as a headquarters for this important service to returning veterans. It offers excellent buildings, a beautiful and spacious campus, fine equipment, and a well-trained corps of teachers and counselors. Counties which will be served at Sacramento College are Siskiyou, Glenn, Butte, Trinity, Tehama, Colusa, Sacramento, Yolo, Solano, Yuba, Sutter, El Dorado, Sierra, Nevada, Amador, Tuolumne, Calaveras, San Joaquin, Napa, Placer, and Plumas.

Lassen Union High School and Junior College at Susanville, under District Superintendent Gilbert Collyer, is handling a high school enrollment larger than in pre-war years due to the nearby War Department Ordnance depot at Herlong, California. Mr. Collyer is also planning for increased junior college activity as soon as the post-war period descends upon us. Resumption of the college's forestry course is one of the plans made.

SAN FRANCISCO SCHOOLS HOLD ANNUAL INSTITUTE

San Francisco Public Schools held their annual institute March 22, 23, and 26 with the theme "Essentials of Living and Learning." Secondary and adult education teachers met at the High School of Commerce while elementary teachers gathered at the Mission High School. Superintendent Curtis E. Warren addressed both the elementary and secondary sessions on "Living and Learning in the San Francisco Schools."

Dr. Warren spoke of the place of importance education has always held in American life, since the days of Washington and Jefferson who both promoted it, as all our great leaders have since. Jefferson, he said, was the first to centralize education, to found a state university, to plan a county elementary school system so that everybody would be within three miles of a school, and to advocate free secondary education. It is not surprising that such importance has always been attached to education in our country since education aids in maintaining democracy itself. The surpassing worth of the individual human personality is the tenet of democracy, and this means that education must be provided for all youth of every race and creed. There are 11,000,000 American youth today between the ages of 16 and 21, no two of whom are alike, yet all of whom share certain things, as for example, the fact that they are all citizens.

Dr. Warren outlined the necessary components of an educational program designed to fit the needs of all youth. Education must provide a stock body of information, including the much-discussed "tools," good health for every child, understanding of rights and duties of good citizens, preparation for achieving wholesome family life, understanding of the methods of science, development of the capacity to appreciate beauty in literature and art, knowledge of how to use leisure, ability to express thoughts clearly, read, write, and listen with understanding, and appreciation and understanding of the rights of others.

With regard to health, Dr. Warren made the point that the groundwork of physical well being is often laid in kindergarten and that throughout the whole school program physical fitness is a 24-hour-a-day business.

War experience, he said, has brought about many changes in our educational system. The various war drives have led to greater guidance and cooperation between students and teachers. New realism has been brought to students working in the war effort, and it seems that we are about to recognize the dignity of labor which has been heretofore more or less of a fiction. It now becomes apparent that work experience should be incorporated into the school program permanently.

The end of the war will be the end of an epoch in education as well as in all else, and serious as the problems of returning veterans will be, the youth that have not fought in the war will also be faced with many problems. Youth may, for example, be passed by when jobs are handed out to veterans. Dr. Warren listed some of the many things that have been done for service men as necessary to the welfare of all youth in peacetime as well, such as training for a specific job, care of health, concern for morale, provision for recreation and use of leisure time.

"What Kind of World Do We Want?"

Both elementary and secondary teachers heard also a challenging address from Tully Knoles, President of the College of the Pacific on "What Kind of World Do We Want?" More than ever before Dr. Knoles said, we *can* determine the kind of a world we want, provided we think about it clearly and make up our minds as to the kind of world we actually want. People who are so naive as to think everything is material, and the results of natural forces, are not of much help in working for a better world. Nor are people who take a fatalistic or defeatist attitude. But in the words of the philosopher Niebuhr, it is possible to *transcend* history. We have to make up our minds as to what kind of a world we want, first, biologically, and second, economically. Do we want to mix the various races? "Do we want the colors to run?" asked Dr. Knoles, "the races to be mongrelized?" Do we want universal citizenship? Do we want planned economy?

Dr. Knoles said he didn't mind putting himself on record as not favoring mongrelization but feeling rather that we should expect friction between different races, yet admire each race for its better traits and respect its differences. In considering the idea of a planned economy, he said, we should remember that even the Russians had to modify their ideas of planned economy to meet the human equation. But private enterprise needs modification in order to provide equality.

"What do you want?" asked Dr. Knoles, "isolationism or cooperation?" Semantics, he said, enters into consideration of all such concepts, and Americans should not make the mistake of thinking the rest of the world shares their definitions of words and phrases like "disarmament."

But whatever we make up our minds to, as the kind of world we want, we can have it if we act upon it. We, in the League of Nations, strong and firm in our expression, could have, and should have stopped Japan from entering Manchuria, and Italy from entering Abyssinia. In the future world organization we must not make the same mistake of sidestepping our responsibility.

"Reading Section"

One of the interesting section meetings held was on "The First 'R' in a Modern Instructional Program," with Alta Harris, Supervisor, Elementary Schools, presiding, and Persis Cowan, Supervisor, San Mateo city schools, making the presentation. Teachers throughout all the San Francisco elementary schools had been invited to send in questions on their reading problems to Miss Bertha E. Roberts, Deputy Superintendent, and Mrs. Cowan had prepared her talk to answer as many of these questions as possible. Mrs. Cowan's comprehensive presentation suggested many helpful approaches to reading problems and offered an interesting survey of remedial reading techniques to date, interest in which, as she said, has "become a contagion" though there has been "much more diagnosis than correction." Of interest to textbook publishers is her expression of her belief that there is danger of "wooden" reading resulting from too much concern over words and word repetition per page. The Army's much-heralded reclaiming program for illiterates, she said, is no indictment of reading teachers, for the Army's reclaiming classes were picked to have at least an I. Q. of 100. Members of these classes had reached maturity without learning to read mostly for economic reasons rather than for inability, and now they were "learning to read to save their lives."

Library News

Edited by MABEL R. GILLIS, State Librarian

Dorcas Worsley Reid, formerly a California librarian, has returned to this country and is now working in the Bancroft Library, University of California. While in Quito she not only organized the library of the Cultural Institute, but also was an instructor at the two months' library school at the Central University made possible by a grant from the Rockefeller Foundation. I hope to present Mrs. Reid's experiences in those lines in a later number of the Journal.—Ed.

ASSIGNMENT TO QUITO

By Dorcas Worsley Reid

Like most of my countrymen, I fear, I was densely ignorant of all things Ecuadorean, when Fate, in the form of a post Pearl-Harbor assignment for my husband, took us to Quito, where we lived for almost two years in what is surely one of the most beautiful and least known capital cities of the world. At the end of our stay, I could only begin to feel I might some day—by dint of keeping eyes, ears and heart open—know enough of the rich and complex culture of the region to say, "Yes, I know Quito."

Our route led south via Miami; after the take-off before day-break, there was first a quick stop at Camaguey, with just enough time to take a few steps on fertile Cuban earth and enjoy that tingle of delight at setting foot again in a foreign land. Then a long sweeping curve over the Caribbean to Balboa. A sky-view of very green Jamaica, an excellent full-course luncheon, and later—after a terrific jounce that sent everything movable in the ship, including the passengers, topsy-turvy—a heavy rain storm, all served us well to cheat the over-sea flight of its monotony.

Of the Panama Canal Zone we saw exactly nothing, for our windows were curtained off both before and after the business of changing planes at the Balboa airport. When again we could look out and down we were over the flat, southern jungle-bound Panamanian coast, and as the afternoon wore on, over Colombia, at first more jungle and curling rivers reaching the sea, then, as the land rose, hills and valleys, and more rugged terrain. Before dark, the plane had brought us into Cali for an overnight respite. A long day—dawn at Miami to dusk in Cali—yet it seemed somehow magically brief. Time and distance had been telescoped into an odd nothingness by the silver-winged ship, and before we were aware of it, we were out of one world into another.

Next morning we flew over land broken and gashed and sparsely settled, marking now and then the white patches of towns in distant folds of the hills, or villages here and there in the valleys or on high plateaus. Over the Equator, into the southern hemisphere, and soon after, down the flat basin of the great Guayas river to Guayaquil, Ecuador's chief port and its first or second city, depending on whether you are from Guayaquil or Quito. Guayaquil, where one changes planes to reach Quito, is on the west bank of the fat, arterial river, some fifty miles from its mouth. We were reminded at once of the similar location of New Orleans on the Mississippi. The river itself was a peculiarly striking color, very hard to analyze, a pearl grey mixed with smoke blue, soft and translucid. Perhaps this color and quality of "pearliness" is one of the many reasons why Guayaquileños call their city *"La Perla del Pacífico."*

The textbook writers, the historians, the journalists, all explain more or less carefully and neatly that Ecuador, topographically and economically, is three regions: litoral plain, chiefly tropic, lush jungle; temperate to cold Andean highland, with population centered in the valleys among the great chain of towering peaks; and Oriente, in good part jungle and draining into the Amazon basin. It sounds very simple, like the prettily colored areas patchworked on the map in the atlas. But in reality, seeing it for the first time, from the air, it is so theatrical and dramatic that one gropes in vain for words to describe it. I had a sort of Grand Canyon-Canadian Rockies feeling, but the country didn't look like either one.

In its amazing and sudden variety of color, form, pattern, in such a relatively small area, it is a country to drive any geographer quietly mad, any poet to drink, and any civil engineer to sullen desperation. All this is quickly apparent on the two-hour flight from Guayaquil to Quito. Rising rapidly out of the coastal plain, a choked mat of jungle and twisting rivers, the plane is soon in the Andes, a vast, crumpled mass of narrow, deep valleys, twisting canyons, sharp but thickly timbered ridges, and jutting peaks, so exaggerated it is a little terrifying and a little ridiculous. Soaring over this incredible landscape, it is at once clear why Ecuador has been so little known: travel and communication except by air has been slow, laborious and, in many areas, even dangerous.

When one leaves the plane at the Quito airport, the air seems thin and dry, and indeed it is particularly cool after Guayaquil's humid atmosphere. Over the cobbled highway the taxi traveled toward the city, past cornfields and gardens, and one and two-story houses edging the road in clusters or thin lines. Then, through the outskirts, past parks and modern residential districts, we drove into the narrower and older streets of the *Centro*. Here the streets are lined with tiny shops—cobbler, tinsmith, tailor, jeweler, hatter, carpenter—and the old, mellow buildings whose tile roofs, heavy walls, high grilled windows, large and imposing doorways are so typical of Spanish American colonial architecture. Auto traffic on these narrow streets is of necessity one-way, and is accompanied by a terrific amount of horn-blowing at each blind intersection, as well as a peculiar patter of hand signals between driver and traffic police. The streets slope and slant, twist and turn, and the street-car tracks hug first one sidewalk and then another, or march stoutly out across the plazas along our route.

From the hotel windows we looked out on the central plaza, the city's hub and heart. Serene and strangely tranquil in spite of the kaleidoscopic urban bustle swirling around it, the plaza's flower beds and fountains, its paved walks slicing the square into eight precise triangles, were all held together by the tall shaft of the impressive monument to independence, in the center.

The plaza, and the impressive structures hemming it in, epitomize the long era of Spanish domination: first, the Government Palace, seat of the country's political machinery; then, the Archbishop's residence, with sheltered, flowering patio, where church administration

is centered; third, the *Palacio Municipal*, or City Hall; and on the fourth side, of course, the Cathedral. Typical of most Spanish American cities, yes, but here, although more than four hundred years have passed since one of Pizarro's men, Benalcazar, claimed the city for Spain, one is not surprised, somehow, to learn that these four centuries are only a small fraction of Quito's history, which goes back at least a thousand years.

For thirty years in the late fifteenth and early sixteenth centuries, the city was the political capital of the vast Inca empire, while at the same time Cuzco was its religious and military center. The Incas invaded and dominated this part of the Andean highlands for a time, but this again is but a brief period of the area's long chronicle. Perhaps, then, it is not too strange for the power and peace of century upon century of sun and earth and sky to possess this plaza, stronger and more finally dominant than Inca prince or Spanish hidalgo. And such recent invaders as automobiles, telephones, electric lights, are really of no importance or consequence here.

This is the mood one succumbs to, especially at mid-day, when traffic thins out, iron shutters roll down over store fronts, and offices are closed. Everyone goes home to eat and to rest, to withdraw behind closed doors and high walls from all except the family group. The presence of so many centuries of time is again very strong at night, when the narrow streets are deserted, but full of dark shadows. Huge, heavy padlocks on the doors, thick walls against all assailants, shuttered windows to keep out the cold night air. Footsteps echo on the stones, church bells punctuate the silence, and suddenly it seems ridiculous that there is a clock looking down on this timelessness from the face of the Government Palace.

The city's life centers about the many plazas, the main thoroughfares connecting them, and the churches facing them. We soon discovered that each plaza had its own character, quite distinct from all others, and marked by definite history, tradition, and custom. This carried over into the churches, or indeed perhaps originated there. The plaza *mayor*, or *Plaza de la Independencia*, is formal, elegant, and remote from everyday matters —naturally, with the Cathedral's sedate presence, the President at his desk nearby, and the Archbishop pondering some weighty matter while standing with deliberate mien at the window. *San Blas*, on the other hand, is gay, noisy, crowded with all manner of humanity save the elegant, and ever flowing with color—ponchos, textiles, flowers, fruits, shawls, skirts, baskets, and busses are a mad mixture of intense greens, blues, reds, purples, orange, and white. There are many Indians, many *cholos*. There are lots of fresh pineapples and fat bananas, and huge copper cauldrons of *fritada* bubbling over charcoal stoves on the sidewalk. There is a canary that tells your fortune, and a girl selling fruit punch from an enameled pail. There is a small white church tucked back at one side of the market, very old and altogether unassuming, sure of steady devotion from the simple, earnest hearts in the square.

Santo Domingo is very much larger and rather quiet. In spite of civic attempts to make it somewhat formal (pavement, stone seats, a tall shaft to General Sucre) it remains humble and beloved by the poor and the lower middle class. Here, early on Saturday mornings, the furniture market swallows up half the square, and one buys four chairs and a table, or twin beds, or a desk, and pays a *cargador* less than fifty cents to load it onto his shoulders and deliver it to your door. There are always poor and sick waiting at the entrance to the Dominican convent, where they are helped; there are always Indian mothers praying in the austere church.

San Francisco is perhaps the largest plaza, and now is precisely paved with blocks of grey stone. An impressive monument to Gonzalez Suarez has replaced the center fountain, and the general aspect is rather severe, although on several sunny days I found a blind guitarist had gathered a group about him there as he played and sang folksongs, and it is this plaza that becomes a maze of gambling-game stalls during the annual *Carnival*. San Francisco's church and monastery are immense and imposing, and surely one of the world's great treasure-houses of religious and colonial art of the Americas. On rare occasions, women are permitted a glimpse of one of the cloisters and its garden, and some of the paintings and sculpture and other treasures that are not in the church itself.

There is not space to mention even all the important plazas or the outstanding churches and the life around them, so varied and numerous they are. And what of the parks, the hills, the famous streets, the government housing projects, the schools and the libraries? What of the unions, the social security laws, the class distinctions, the social codes, the traditions? What of the holidays, the processions, the pomp and circumstance of capital-city life? What of the arts, the crafts? These and many other topics merit whole books, not paragraphs.

The most positive group expression of "good-neighborliness" and working together I have yet seen was in the Centro Ecuatoriano-Norteamericano, one of the most cultural institutes or centers fostered and partly financed by our government of recent years. Here a full and rich program of cultural activities for Ecuadoreans and North Americans (or other foreigners) was growing so fast the walls were bursting and the clock was limp with trying to keep up with the schedule. Classes in English were the chief stock in trade, but concerts, lectures, movies, art exhibits, parties and teas, crowded the hours. There were also classes in shorthand and typing and bookkeeping and literature, special institutes for Ecuadorean English teachers, discussion groups, and a handicraft workshop. There was a library modeled on our small public library as closely as possible, and so far as is known, the first in the country to circulate books and other materials so freely as we here take for granted. The spirit of the place was completely democratic; the membership fee so low that anyone could easily join. And the members were not thinking or talking about knowing the United States or Ecuador; they were accomplishing it by working and playing together.

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In This Issue:

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May, 1945

Ready in August

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Jottings of a Traveling Bookman

By W. M. CULP

All over the nation men and women in education have left their offices and classrooms to play a part in this global war. One runs into them in all corners of the country. Many are in Washington, D. C. Former assistant superintendent of schools, W. S. Briscoe, of Oakland, California, is now Lieutenant Colonel in the Surgeon General's Office in Washington, D. C., as Chief of Mental Reconditioning in the Reconditioning Consultants Division of the U. S. Medical Service. He already has had two citations for educational contributions to the services. The scope of educational reconditioning is great because of the vast diversity of interests, knowledge, and contacts of the persons involved in the program. The problem may be approached from that of four general phases. The first, that of personal adjustment, is in the hands of such personnel as Chaplain, Ward Officer, Personal Affairs Officer, or Red Cross. These people take up such problems as that of financial aid, pay, allowances, and claims. They try to dispel anxiety and fear. They give information as to hospital regulations and procedures. They work toward the restoration of self confidence and the eradication of combat bitterness and resentment. The second phase is that of orientation. Here the Information and Education Division takes hold and calls in guest speakers in support of the program. They give to the patient information concerning the current phase of the war. They discuss current problems. They aim to establish a feeling of solidarity in the group and hope to bring out the restoration of pride, faith, and respect for the nation. The third phase is concerned with counseling and classification. Here the separation and classification officer agency department takes part as well as the Veterans Administrators, the Federal Security Agency, Selective Service, and U. S. Employment Service. This phase deals with testing and screening, military classification, occupational

Lieutenant Colonel William S. Briscoe

counseling, military assignment, civilian job placement, vocational rehabilitation, pensions, claims, and benefits. The fourth phase is involved with the problem of developing on an individual basis each patient in accordance with interest, needs, and capacity. Those concerned with this part are those in the Army Off Duty Educational Program, local schools, colleges and universities, industrial and trade associations. The education program covers military education, general education, services to veterans (G. I. Bill of Rights), relation of army experience and training to civilian occupations, occupational information, exploratory shops and arts experience.

* * *

Ashland, Kentucky, is on the Ohio River almost halfway between Pittsburgh, Pa., and Cincinnati, Ohio. In springtime with its wooded flats and hills it belies the Chamber of Commerce statistics that its wartime population now numbers over 40,000 souls. The city lies over a large area and has much manufacturing. Here Dr. Arville Wheeler is superintendent of schools and has at his command an excellent school system. A native Kentuckian, Dr. Wheeler is prominent in state educational circles and has more than local state experience as for some years he was in educational work in Colorado and his Doctor's degree is from Cornell University. Dr. Wheeler's educational interests for years have been in the field of spelling, and just issued, 1945 copyright, is a series of spellers, "Spelling to Write" by Dr. Arville Wheeler and Dr. Clyde B. Moore, Professor of Education, Cornell University. D. C. Heath and Company are the publishers of the series of seven books of grades 2 through 8.

In developing this series of books "Spelling to Write," Dr. Wheeler has done a vast amount of research work, receiving, during the process, his Master's degree and Doctor's degree at Cornell under Dr. Clyde C. Moore. Three pieces of research stand out in Dr. Wheeler's labors: (1) A Study on the Writing Vocabularies of Rural Children, (2) A Doctor's dissertation on "The Errors That Appear in the Written Work of Rural and Urban Children," and (3) A Study of Types of Spelling Errors made in Ashland, Kentucky. In all, over 20,600 children contributed to the findings upon which this series was based; 2,500,000 running words were examined. The series has a minimum list of 3624 words with 1700 extra words making a 5324 maximum list. This list in addition has been checked against selected standard lists. Also these words were graded on the basis of selected recent research and practice. The basic process involved in this new series of spellers is to unite spelling with the reading process. There is no divorcement of the two processes. Interesting content stories are given first, and out of these are selected the 20 words for each lesson. Thirty-six lessons are included in each book. A lesson per week is the stated allotment. One could almost say that the series is a supplemental series of readers grounded upon basic grade spelling word lists.

The reading contents of each book generally follow the interests of the grade

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and subject matter integrated into the rest of the curriculum. For instance, Grade 2 takes up Home and School, the Farm, the Picnic, and At Home Again; Grade 6, A Trip From New York to Colorado; Grade 7, the Alaska-Canadian Highway and the Panama Canal. The presentation-study-test plan is used in the teaching of the regular spelling lesson. An additional feature is a dictionary in the back of each book which contains all the essential words in the spelling lists most useful for dictionary study. The books are printed in good clear type and boldface is used to fine advantage in emphasizing and setting off the words under study. Dr. Wheeler and Dr. Moore have made a contribution to the field of spelling.

Dr. Willard W. Beatty, Director of Education, United States Indian Service, is on his tenth year in that office, being appointed first in 1936. He is one of four of the class of 1913, University of California, who after 32 years now stand out prominently in educational circles in the country. The other three include Dr. Robert Gordon Sproul, President of the University of California, Dr. George C. Kyte, Professor of Education, University of California, Berkeley, and Dr. Osman R. Hull, erstwhile professor of the University of Southern California, now during the emergency, superintendent of schools at Montebello, California. What is rather an interesting fact is that two of these men were trained in architecture, Drs. Sproul and Beatty, and turned to education for a career while the other two were in education in college and from their graduation days. Dr. Beatty goes back to the days of Dr. Frederic Burk, president of the San Francisco Normal School, where he and Dr. Carleton Washburne worked and received training from a man who was thirty years ahead of his time. Dr. Carleton Washburne went to Winnetka, Illinois, and made a name for himself in his contributions to education. Dr. Beatty worked with him there for several years before he went to Bronxville, New York, a high grade community, where he was privileged to develop an outstanding system during his ten years' stay. In this period, from that of Winnetka and Bronxville, Dr. Beatty took an increasing part in progressive education. He was vice-president of the progressive education society and president of the association for four years. Since becoming Director of Education in the United States Indian Service Dr. Beatty has become an expert in the field of vocational education. He feels that it is in this area that the Indian has his greatest chance for development and a livelihood. He also holds to the idea that the Indian should also return in his culture the best that his race has evolved, especially in art and handiwork.

For years the director of education of the United States Indian Service had his headquarters in the Interior Department Buildings in Washington, D. C. The head office is now on the 10th floor of the Merchandise Mart in Chicago, Illinois, and fieldwork is done out of that office. Texts and supplies now come out of an office of the Department of Education, United States Indian Service, in the Chamber of Commerce Building, Denver, Colorado.

Western School News

Edited by MORRIS WAGNER

BRADY RE-ELECTED C. T. A. PRESIDENT

John F. Brady, associate superintendent of San Francisco schools, has recently been elected for the seventh consecutive year as president of the California Teachers' Association, which during the last two years has reached an all-time high in membership, with approximately 40,000 teachers. Mr. Brady is one of the co-authors of the teacher tenure law and author of the sick leave law. One of his chief interests in the work of the Association has been in furthering statewide teacher welfare. He has always worked untiringly on the furtherance of laws for the betterment of conditions under which teachers work.

Mr. Brady has served in the San Francisco schools for more than thirty years as teacher, principal, and chief deputy superintendent. He taught at Humboldt Evening and Galileo high schools, served as principal of Everett Junior High, and in 1936 was appointed to chief deputyship. In the recent reorganization of the administrative staff of the San Francisco schools he was appointed associate superintendent in charge of business affairs. He long has been active in professional organizations and teacher welfare work. For three terms he served as president of the San Francisco Teachers' Association, for one year as president of the Bay Section Council of the California Teachers' Association. For the past twelve years he has been president of the City Retirement Board. Mr. Brady also has been a member of the State Curriculum Commission for the past ten years.

Walter C. Nolan, principal of the Marina Junior High School, San Francisco, is retiring after 35 years of service in the San Francisco schools. In 1910 Mr. Nolan began his teaching in San Francisco night schools while attending the University of California. In 1918 he was appointed vice-principal of the Washington Grammar School and held this position until 1924 when he was appointed principal of the Portola Grammar School. In 1925 Mr. Nolan was assigned as principal of the Portola Junior High School and in 1926 left to assume the duties of a new deputyship. In this position he was a pioneer in the field of junior high school education and an engineer for a forward-looking personnel program. In 1936 he accepted the position as principal of the Marina Junior High School, where he has served until the present time.

A. B. INGHAM HEADS ALL PACIFIC GROVE SCHOOLS

A. B. Ingham, principal of the Pacific Grove High School, has recently been appointed superintendent of schools, bringing both the elementary and high school systems under one head. This reorganization will provide opportunity for a well-coordinated program for an ADA of approximately 1500 pupils. Mr. Ingham's long service in the Pacific Grove schools began in 1917. One of his outstanding achievements in this system is

A. B. Ingham

the organizing and fostering of a summer school. In the summer of 1934 the first summer school session was started with an enrollment of 200 students. During the following depression years music was emphasized, and by the summer of 1938 there was a staff of ten music instructors under the direction of Frank Manchini, outstanding California band instructor, with an enrollment of 400. The summer school is still in operation though with less emphasis upon music because of the demand for mathematics and science. It is hoped that when the emergency has passed music may again be emphasized.

With the summer school well organized and established as a going institution, Mr. Ingham was asked by the California Interscholastic Federation to be Executive Secretary of the California Interscholastic Athletic Protection Fund. In the summer of 1939, he went to the middle west to study plans which were in operation. Then, in the fall of 1939, the first athletic protection plan was offered to the high schools of California. From a coverage of 8000 pupils in that school year the organization has grown to the point where it is giving service to 21,000 athletes and 24,000 pupils. For a specified fee the organization pays doctor and hospital bills for member pupils and member athletes who are injured.

JANIE M. STOCKING RETIRES

By T. S. MacQuiddy, *Watsonville*

Reprinted from Sierra Educational News

Mrs. Janie M. Stocking retired as County Superintendent of Santa Cruz County on January 1, of this year.

She has been a devoted teacher for many years. She began her professional career as a girl in San Luis Obispo County.

Marriage took her out of the profession for a number of years while she reared a family of two daughters, who are now rearing families of their own. On the death of Mr. Stocking some years since, she returned to teaching in the rural schools of Santa Cruz County, then went into executive work and adult education in the City of Santa Cruz.

For 11 years she served as principal of Bay View School in Santa Cruz, and in 1934 was elected Superintendent of the County. Mrs. Stocking's service has been noted as one of progressive educational leadership, but one in which the fundamentals were never forgotten.

She inspired and deserved the loyalty of her teachers and fellow-workers and her superintendency has been noted as one of unity of professional effort accompanied by devotion to American ideals and purposes.

Miss Edith E. Fikes, for several years principal of Gault School in Santa Cruz, was appointed by the County Board of Supervisors to succeed Mrs. Stocking. Miss Fikes has been a close friend and co-worker of Mrs. Stocking through many years, and her county administration gives every promise of going forward with the same spirit of devotion to the profession as that which characterized Mrs. Stocking's administration.

UNCIO PROGRAMS OF SAN FRANCISCO SCHOOLS

Students of the James Denman Junior High School on June 4 presented to Secretary of State Edward R. Stettinius, Jr., a bouquet of $150 in War Savings Stamps and a ten-foot scroll containing the names of the entire personnel of the school who contributed to their purchase. The Secretary of State accepted the stamps and scroll in his Fairmont Hotel offices in the name of Mrs. Eleanor Roosevelt, who will place them in the Roosevelt Memorial Library at Hyde Park.

Students attending the presentation ceremonies were: Bob Lockwood, Glenn Dahler, Jack Ditty, Helen Neilsen, Barbara Mango and Barbara Toel. Faculty members attending were: John P. Burnside and Miss Laura Dollard, principal and vice-principal respectively of James Denman Junior High School. This memorable occasion was made possible through Miss Ada Weaver, who has been in charge of the schools' participation in various UNCIO programs.

Miss Weaver has done an outstanding job during the Conference sessions as liaison officer between the state department and the San Francisco school department, and coordinator of all school programs. Under her direction students have participated in many interesting broadcasts from the Veterans Memorial Building, where the schools have had their own radio studio. The broadcasts took the form of forums and panel discussions on various questions pertaining to the Conference. Another interesting feature of the schools' work was the recording, for permanent use, of many of the Conference sessions. The Argentina debate, for example, was "canned" and can be referred to at any time in the future for classroom study. The schools also maintained an exhibit at the San Francisco public library in connection with the conference, with a gratifyingly large attendance.

Miss Weaver is a native daughter. She was brought to San Francisco as an infant, attended the San Francisco public schools, secured a B. A. from the State College and attended the University of California, later doing graduate work at Stanford. She served as counselor at the Aptos Junior High School before going to the central office to work for more than a year on the social studies curriculum being developed for the San Francisco schools. This curriculum project was carried on by Miss Weaver and Mrs. Julia Ross of the Roosevelt Junior High School. After the resignation of Howard McDonald, formerly deputy superintendent in charge of personnel, Miss Weaver was assistant in the personnel department for several months until Edwin Browne's appointment. She is at present in charge of the school at the detention home of the juvenile court.

Secretary of State Edward R. Stettinius, Jr., accepts bouquet of war stamps and ten-foot scroll from students of James Denman Junior High School for the Franklin D. Roosevelt Memorial Library at Hyde Park.

NEWS NOTES

Dr. Nicholas Ricciardi, president of Sacramento College, has been appointed to the Engineers' Council for Professional Development. He will be the sole Junior College representative of the group for the entire United States. Word of his appointment comes from Dean H. P. Hammond of the Engineering Department of Pennsylvania State College and was unanimously confirmed by each of the eight engineering societies in the United States that make up the main organization.

Up to the present time, the eight national societies each had a member on the national council. With Dr. Ricciardi's selection, the council is now increased to nine members who will hold an over-all conference some time in May, the city for the meeting to be designated within the immediate future.

Dr. Ricciardi, in addition, has been designated as chairman of Region No. 7 for the council, which includes educational institutions in Washington, Oregon, Idaho, Montana and California.

Alameda County rural high schools, under County Superintendent Vaughn D. Seidel, now offer a course of instruction in highway safety and courtesy, in the belief that highway accidents now and in the post-war period can be greatly reduced by teaching high school students approaching legal driving age the fundamentals of safe driving.

Each junior student in the Hayward, Centerville, Pleasanton, Emeryville, and Livermore High Schools receives 20 hours of instruction as outlined by the Driving Institute held at the University of California last summer. Topics to be studied include physical and mental qualifications of a driver, automobile operation and maintenance, the fundamentals of driving, the art of skillful driving, and highway rules. Instruction in each of the schools is directed by C. R. Adams, Coordinator of Safety Education in the County Superintendent's Office.

Principals O. B. Paulsen, J. V. Goold, V. B. Johnson, Otis Wilson, and Vernon Stoltz of the high schools, Captain Louis Eike of the California State Highway Patrol, and William Moore and Paul Jackson of the California State Automobile Association, are cooperating with the County Superintendent's office to insure the success of this first county coordinated program of driver education in California.

The latest visual instructional aids and mechanical testing devices will be utilized in the class. Over 500 high school students will receive the benefits of safe driving instruction this year in Alameda County high schools, and it is expected to become a permanent part of the curriculum in the future.

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VAUGHN D. SEIDEL, County Superintendent of Schools, Alameda County, has expanded the county-wide speech correction program by the employment of two additional teachers. Expansion of this program is based on the theory that the correction of speech defects is one of the most important needs of children whose personalities and ambitions are often thwarted by nervous or articulation speech disorders. Miss Zelmera Domenici, who was in full charge of speech correction instruction last year will coordinate the program and instruct classes in the Hayward area. Miss E. Lunney Ryan will have charge of the work in Washington Township, and Mrs. Alice Smith will be the speech correction teacher in Pleasanton and Murray Townships.

Individual school districts are assessed for their share of the cost of the program by the county office which pays the teachers' salaries. Local districts are reimbursed by the State for the greater part of the cost of this corrective work. Results attained from the program last year are most encouraging. There were 824 students enrolled in the speech correction classes. Forty-two had nervous speech disorders and 782 had articulation difficulties. By the end of the year 207 articulation cases and seven nervous speech cases had been entirely corrected, and 32 nervous cases and 534 cases of articulation difficulties had been improved. Only 44 out of the 824 pupils enrolled failed to show improvement. Superintendent Seidel states that speech correction instruction is another example of an educational service which can be provided to rural children through the coordination activities of the county office.

✓ ✓ ✓

LEE T. SIMS is now in his second year as principal of the Santa Cruz High School. This school district includes all of the city of Santa Cruz, under Superintendent Homer H. Cornick, and serves the northern half of Santa Cruz County. The high school's enrollment of 1000 students before the war dropped in the spring of 1944 to 550, rising again in the spring of 1945 to 635, and to over 700 in the fall.

Mr. Sims is a graduate of Oregon State College. He has served as teacher and coach at Le Grand Union High School, vice-principal and coach at Lompoc Union High School, principal and district superintendent of the Clarksburg union schools, principal and district superintendent of the Rio Vista Union High School, and principal of the Santa Cruz Senior High School since 1943.

✓ ✓ ✓

DELINQUENCY CONTROL is the subject of an institute to be held in Haviland Hall, University of California campus in Berkeley, June 14 and 15, it is announced by the Department of Institutes of the University Extension. This is the first in a series of summer workshops to be given throughout California sponsored by sixteen state departments and organizations devoted to the prevention of juvenile delinquency and to the development of youth protection services. O. F. Snedinger, Probation officer of Alameda County, is chairman of the local committee which is cooperating in arranging the program on the Berkeley campus.

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General meetings and round table discussions under the guidance of experienced leaders will comprise the all-day sessions. The June 14 evening meeting will honor two Berkeley citizens, August Vollmer, former Berkeley Chief of Police and Professor of Police Administration at the University of California, and Dr. Virgil E. Dickson, Superintendent of Berkeley City Schools, the two founders of the Community and Coordinating Councils, on the twenty-fifth anniversary of their establishment.

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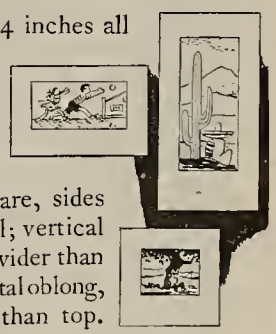

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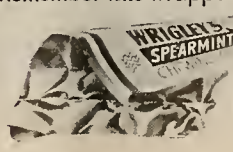

SUMMER SESSION ACTIVITIES

Ruby L. Hill, Supervisor of Junior High-Elementary Teacher Training, University of California, will again this summer serve as principal of the Demonstration Elementary School, University of California, which presents its ninth annual session in the Whittier-University Elementary School, Berkeley, July 2-August 10. Running concurrently with the Demonstration School is a Workshop in Elementary Education. Members of the Workshop staff are: David H. Russell, Ruby L. Hill, Bernard J. Lonsdale, Anne F. Merrill, Alvin C. Powell, Vivian B. Pfleiderer, Marguerite DeJean, and Irene Schoepfle.

The Demonstration Elementary School offers opportunity for study, solving of problems, dramatic play, cooperative projects, and creative activities in construction, art expression, rhythms, and music under the guidance of master teachers. The work is characterized by freedom of expression, opportunity for the cultivation of initiative and originality, and practice in democratic living.

Miss Hill has been principal of the school since 1941 when Dr. John Hockett was director. Her year-round work in addition to her University position includes serving as principal of the Luther Burbank School, Oakland. She is also president of the Bay Section, California School Supervisors Association. Miss Hill's previous positions include: teacher, counselor, teacher executive and member of the University High School, Oakland; teacher, Lincoln Elementary School, Edison Junior High School, and Whittier University Elementary School, Berkeley; principal of Dassel, Minnesota, High School; principal of Ottawa County Normal School, Grand Haven, Michigan. Miss Hill obtained her B. A. at the University of Michigan and her M. A. at the University of California.

Special Services for teachers holding emergency credentials are being offered at Stanford University School of Education July 21-August 17 in a workshop limited to 50 emergency-credentialed elementary teachers. Under the competent leadership of two elementary school supervisors, one from a city and one from a county in California, this group will work through courses and seminars especially designed to meet the particular needs of members of the group. The supervisors will group the work for some of the registrants around such problems as primary reading, reading in the upper grades, the social studies, the science curriculum, the mathematics curriculum, fine arts and music, spelling, handwriting, composition, growth and development of children, and the Constitution. The Workshop will be under the direction of Professors Paul R. Hanna and J. Paul Leonard. Assisting full time will be Miss Ruth Melendy, superintendent of elementary schools, San Carlos, and Mrs. Ethel Ward, director of elementary education, Alameda County.

Demonstration Elementary School, University of California.

Elsie Toles will spend a second summer session at New Mexico College of Agriculture and Mechanic Arts, near Las Cruces, offering courses in Reading and Literature in the Elementary Grades; Methods and Management in the Elementary Grades; and Arithmetic: Subject Matter and Methods of Teaching. Miss Toles is now Associate Professor of Education and Teacher Training at San Jose State College and has formerly been county superintendent of schools, later state superintendent of public instruction, in Arizona. Miss Toles was recently on leave from her San Jose position as one of the six California field representatives working under Helen Heffernan on the California Program for the Care of Children of Working Mothers. She also did some work in Pansy Jewett Abbott's San Mateo County office as coordinator of secondary and elementary education.

The Institute of Natural Science, Santa Barbara College, University of California, will be held this year from August 13-31, immediately following the regular Summer Session at Santa Barbara College. This institute will consist of field observation, laboratory demonstration, and group discussion under the direction of a faculty of specialists. Unexcelled facilities for the practical study of plants and animals are provided by the Santa Barbara Museum of Natural History, Santa Barbara Botanic Garden, Laguna Blanca Bird Refuge, shore tidepools, and Los Padres National Forest. The role of natural science in war and postwar education is the integrating theme of the institute. The course of study will deal with the conservation of living and physical resources and the way in which education is meeting current needs.

TEACHING INTERNATIONAL UNDERSTANDING HELPED BY GLOBAL GEOGRAPHY

Reprinted from Superintendent's Bulletin of Stanislaus County Schools.

By Mercedes Erro

If we are to educate for international understanding geography will play a more and more important part in the curriculum of our elementary schools. International understanding implies the development of world citizens with a knowledge of all the peoples upon the earth. It requires cooperation among peoples of differing political, social, and economic philosophies and demands an appreciation of the problems of all nations. By definition geography is the science which describes and interprets all aspects of the earth—physical, social, economic. Inherently geography is one of the most logical media for the teaching of international understanding.

With the development of more rapid and direct means of transportation and communication and the advent of the "air age," our concept of geography is changing. It is becoming global in its interpretation. The air presents no barriers to the traveler nor to the transmission of messages. Both can go directly and over as short a route as possible from one place on the earth to another. The decrease in amount of time necessary to traverse any given distance is causing "shrinkage" of distances on the earth. These scientific developments are making the world "one" in a physical sense, and it is essential that the peoples of the earth become aware of this "oneness" and provide for a social and spiritual unity, which will make it possible for all to live on the earth as neighbors in the truest sense of the word. This unity can be developed only through constant effort and education.

Through an understanding of global geography, the children of the "air age" should become more aware of the necessity for international understanding. Global geography gives them, first, a realization of the fact that far-distant places are in reality only a few flying hours from their homes. The airplanes and the radio have created a new geography that proves that the air surrounding the earth is as important to it as the land and water covering its surface and that everyone on the earth is a neighbor to everyone else. Global geography helps children to see the physical relationship of the various continents and oceans and the proximity of the nations supporting the major portion of the world's population. This can be easily demonstrated through the use of polar projection maps centered on the North Pole. An awareness of this physical proximity reveals the need for understanding the political, social, and economic ideals of the peoples who have become our neighbors. Similarities and differences in physical features, climate, and seasons in the various parts of the world help to explain similarities and differences in the cultures of the earth and the types of economy developed. Global geography should be constantly correlated with all phases of the social studies, especially those dealing with the various lands and peoples over the earth, if international understanding is to result. A knowledge of natural resources, products, and living standards is especially important. Their interrelationship does much to explain a people and the contribution they can make to the rest of the world.

True international understanding is dependent upon tolerance for the differences between ourselves and our neighbors and an awareness of the similarities. One of the objectives of any geography teaching should be the development of this tolerance and awareness through carefully guided comparisons of the accepted ways of living in other parts of the world with that of our own immediate environment and nation. In the future, the children of the "air age," through understanding their world neighbors, will be able to do much toward the development of international cooperation and goodwill.

Professor Joseph Williams, Stanford University, and Mercedes Erro, Rural Supervisor, discuss global geography.

A Special Demonstration School, designed to meet needs of teachers who teach in one- and two-room schools, will be sponsored by the Office of the Superintendent of Schools of San Diego County, and San Diego State College. Dr. Robert M. Griffin, Elementary Coordinator, San Diego County, and Miss Lois Mary Duecker, Supervisor of Instruction, Garvey School District, Los Angeles County, will direct the program. Work includes demonstration of instructional procedures followed by discussion, study of curriculum organization, construction of daily programs, study of children, analysis of materials, discussion and guidance by the staff, participation in the workshop, study in subject fields, and guided study in rural sociology as it affects the rural school.

Dr. Marion Monroe Cox, nationally recognized authority in remedial reading, will offer a course in remedial reading under the auspices of the University of California, Los Angeles, starting June 27, and meeting one hour daily for six weeks at Horace Mann Junior High School, El Cajon and Park Boulevard, San Diego. The class is primarily for classroom teachers.

The Thirteenth Annual Reading Conference will be held July 9-13 at Scripps College, Claremont. The Conference is sponsored by the Alpha Iota Chapter of Pi Lambda Theta in cooperation with the Claremont Graduate School under the direction of Dr. Peter L. Spencer. The Conference theme is individual factors affecting reading and learning. Discussions will center around those phases of the reading program which involve visual, auditory, general physiological and bilingual problems, and curricular problems at the primary, intermediate, and secondary levels.

Library News

Edited by MABEL R. GILLIS, State Librarian

SPRING LIBRARY ACTIVITIES

The United Nations Conference in San Francisco has given California librarians an opportunity to participate in several meetings and to stage one meeting of their own in connection with it.

The librarians' meeting, sponsored by the California Library Association, was on the general subject of "The Role of Libraries in the United Nations." Librarians mainly from the San Francisco Bay area, but some from as far away as Siskiyou County in the north and Bakersfield in the South, gathered in the auditorium of the Commerce High School on May 20 to hear speakers from different parts of the world tell about their libraries in the past, what the situation is today, and their hopes for the future.

Mr. Sydney B. Mitchell, Dean of the School of Librarianship, University of California, was the moderator, and Mr. Coit Coolidge, Librarian of the Richmond Public Library and this year's President of the California Library Association, acted as chairman. Mr. Mitchell called in turn on the following participants: Dr. T. L. Yuan, Consultant, Chinese Delegation; Director, National Peiping Library; Dr. Octavio Méndez Pereira, Delegate from Panama; President, Inter-American University, Panama; Mr. Mohamed Awad, Expert, Egyptian Delegation; Professor, Faculty of Arts, Fouad I University; Dr. Solomon V. Arnaldo, Technical Advisor to the Philippine Delegation; formerly Reference Librarian of the University of the Philippines; Mr. Antonín Obrdlík, Adviser, Czechoslovakian Delegation; Secretary of the Czechoslovakian Embassy in Washington; Mr. Carl Milam, Executive Secretary, American Library Association. Miss Elena Braceras, a member of the staff of the National Library of Uruguay, was prevented by illness from attending the meeting. Dr. Yuan, Dr. Arnaldo and Mr. Obrdlík had stories to tell, not only of library developments in the past, but of the terrible destruction to their libraries during the recent war years. However, all of them expressed hope that their libraries might again be vitalized through their own efforts and with the help of other countries throughout the world. Dr. Pereira and Mr. Awad gave convincing proof that their libraries were active parts of their countries' activities.

Mr. Carl Milam, who is in San Francisco as a consultant representing the American Council of Education, brought to the meeting the latest news in regard to the activities of the American Library Association in international library affairs and particularly in relation to the efforts of this country to gather scientific and other publications for the use of those countries whose libraries have been destroyed.

A question period followed the presentations by the speakers.

United Women's Conference

The California Library Association was one of the participating organizations at the United Women's Conference on May 19. The subject for discussion was "Women's Share in Implementing the Peace." Libraries were represented officially by Eleanor Wilson, Librarian of the Kern County Library, Vice-President and President-elect of the California Library Association.

Helen Bruner, Librarian of the Sutro Branch of the State Library in San Francisco, was an interested visitor at the evening session and was particularly impressed by the inspiring message of Jan Masaryk. Other librarians probably attended various sessions through the day.

Library Observers

Dr. Evelyn Steele Little, Dean and Librarian at Mills College, and Mabel R. Gillis, State Librarian, have been acting as observers in connection with Mr. Milam's position as consultant. Dr. Little and Miss Gillis have attended such sessions open to observers as have been possible considering the fact that neither is located professionally in San Francisco. Both have enjoyed also visits at the Conference Library which they have been privileged to see in some detail.

The Conference Library

The Conference Library is the first library of its kind ever assembled for an international meeting. It was established within the International Secretariat of the United Nations Conference. It is located in the Veterans Memorial Building, is open every day including Sundays and for as late at night as committees are in session. Reference service is available by telephone and bibliographies and memoranda on special problems of a research nature are prepared upon request.

The Conference Library was organized under the general direction of the Library of Congress, with the cooperation of the principal libraries in the San Francisco Bay area. Between 3,000 and 4,000 books, manuscripts and documents, together with encyclopedias, yearbooks, dictionaries, atlases, *Who's Who* and other reference tools, have been assembled. The local libraries have cooperated not only by lending certain material but also by assisting at a moment's notice in answering queries by telephone or by messenger. A daily telephone call to the Library of Congress at Washington brings by air express any additional material needed.

Some of the special features of the Conference Library collection are complete sets of the more important series of the League of Nations publications; publications relative to the creation, organization and work of the Permanent Court of International Justice; digests, yearbooks, treatises, et cetera, on international law; statistical yearbooks so far as available of all countries; bi-lingual dictionaries.

The Library maintains files of current newspapers (including the air edition of the London Times, the New York Times and the Christian Science Monitor). A microfilm reading machine is available for the service of bulky material which can be most easily procured on microfilm.

The staff of the Conference Library includes Verner W. Clapp of the Library of Congress as Conference Librarian, Lewis Hanke, also of the Library of Congress, as Associate Conference Librarian, and a reference staff of six experts, some of whom have been assigned to the Conference Library by the Department of State, and some loaned by other organizations. For instance, Denys P. Myers and Miss Nona Doherty are from the Department of State. Miss Ruth Savord is Librarian for the Council on Foreign Relations in New York. Paul Kruse and Jerrold Orne are members of the Library of Congress staff, but Dr. Orne is at present with the U. S. Navy, and has been assigned by the Navy to the Conference Library. The other member of the staff, Mrs. Mary L. Hurt, is an experienced reference librarian, formerly of the University of California Library.

The Conference Library has justified its existence by the help it has given, and has established a splendid precedent for libraries at future conferences.

Southern California Institute

The Alumni Association of the School of Library Science at the University of Southern California announces an Institute for Saturday, May 26, at the Library of the University. Dr. Will Durant is scheduled to speak on the "Lessons of History" in the morning, and in the afternoon a panel discussion is on the program, the topic to be "Ways in Which Librarians Can Help to Shape Public Opinion." Helen Haines is announced as moderator.

District Meetings

Although the Annual Conference of the California Library Association usually held in October has been cancelled in accordance with the request of the government, several of the Districts have been able to hold one day meetings and still keep within the restrictions of the O. D. T.

The Southern District was first, convening in Los Angeles on April 14; the Golden Empire District followed April 21 in Sacramento and the San Francisco Bay and Portola Districts combined forces in Berkeley on May 12. The officers of the Yosemite District are planning an informal outdoor meeting in Fresno June 16.

Who's Where

Librarians are moving about from job to job at such a pace these days that there is ever changing news of "who is where."

Following the retirement of Harold L. Leupp on August first, Donald Coney will take office as Librarian of the University of California. Mr. Leupp has been in charge of the library on the Berkeley campus since 1919 and was associate librarian there from 1910. Mr. Coney has been Librarian of the University of Texas at Austin for the past nine years. He will also be professor of librarianship in the U. C. School of Librarianship beginning with the fall semester.

Dr. Carleton B. Joeckel, retiring dean of the Graduate Library School of the University of Chicago, has also accepted appointment as professor in the School of Librarianship at Berkeley, effective August 31. Dr. Joeckel is an authority on the relation of libraries to public administration and plans to devote part of his time to research and writing. He was at one time head of Berkeley Public Library.

Susan T. Smith has announced she plans to retire at the end of August, after serving as Berkeley's City Librarian since 1928. Appointment of Miss Smith's successor has not yet been announced.

Mrs. Laurel C. Hjelte becomes County Librarian of Plumas and Sierra counties on June 18, which position has been filled temporarily by Mrs. Katherine Watson since Joy Belle Jackson left Quincy to head the Yolo County Library in February. Mrs. Hjelte moves north from Los Angeles, where she was research librarian for the city Board of Education.

Another recent appointment was that of Virginia Sanders as Glenn County Librarian in April. Miss Sanders was formerly assistant in the Tulare County Library.

Helen Erickson has gone overseas from Mather Field to do similar post library work in Europe. Among other army librarians soon to ship out for overseas service are Mary Hestwood, who has been post librarian at Camp Stoneman, and Florence Shrey from DeWitt Hospital. Recently resigned from army library positions are Flora Elizabeth Reynolds, Mrs. Rebah L. Morley and Celestine King.

Margaret L. Koeber has been appointed Senior Government Documents Librarian in the State Library effective June first. Miss Koeber was in charge of the State Department of Social Welfare Library previously. Neal Harlow recently resigned from the State Library staff to accept a position in the University of California Library at Los Angeles Mrs. Aletha Lee is now working in the California Section of the State Library.

Georgiana R. Willits, Librarian of Roseville Public Library since 1920, retired at the beginning of May this year and moved to San Bernardino. Her successor will be selected from a civil service list for that position.

C. Edward Graves moved to Carmel following his retirement from Humboldt State College Library. His assistant, Mrs. Helen Everett, succeeded him as Librarian at Arcata on April first.

Mary Jean Hitchcock, Librarian of the Dixon District Library, was married April 7 to Arthur W. Woodman. Another recent bride is Mrs. Kathleen Bartle Hudson, who continues as City Librarian of San Mateo until such time as she can join her husband, now employed in Alaska.

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Book Reviews

From the World Book Company

PSYCHOLOGY: PRINCIPLES AND APPLICATIONS by T. L. Engle. Price, $2.12. In surveys of American high school curricula, there has been increasing recognition of the value of a course in psychology and its applications. Students need a better, more objective point of view on human behavior; they need help in understanding themselves. Sound guidance in human living may well mean as much to them in later life as a knowledge of history, mathematics, or science. *Psychology—Principles and Applications* was written to meet this demand. Dr. Engle has taught psychology in high school and writes from the viewpoint of secondary school students. He knows their problems at first-hand and answers questions which arise in their relations with each other. His text can be used with complete assurance as to its clarity, sanity, and helpfulness.

This high-school psychology will help the student to understand himself and others, to recognize reasons for human behavior. It will help him in his thinking and in his studying, in his choice of a vocation, and in his personal relationships. He will realize some of the simple physiological and environmental factors that underly human conduct. Technical details have been omitted, but the scientific point of view has been emphasized and maintained.

A course in psychology on a secondary school level is stimulating to all students taking it and gives life to the guidance program of the school. As Miss Elizabeth T. Fitzpatrick, Principal, Bay Ridge High School, Brooklyn, N. Y., said: "A high school course in psychology can help pupils to understand themselves and to determine whether they have within themselves the essentials for success in various careers. . . . If young people were convinced that each person's success is largely dependent upon his own efforts, if they could be guided skillfully around the pitfalls of personal and social failure, much of the apathy, ignorance, and bitterness that endanger bodily and emotional health would be avoided, and the attitudes and character patterns that spell maladjustment would tend to disappear."

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From the United States Department of Agriculture, Forest Service

SOME PLAIN FACTS ABOUT THE FORESTS. The Nation's forests are not being grown as fast as they are being depleted. We have been using up our growing stock of timber and failing to make adequate provision for new growth. Timber cut or destroyed in 1943 was 50 per cent more than total growth. While the present forest situation is serious, it is by no means hopeless. Forests are a renewable resource; with proper management and protection they can be made to produce continuing crops. But if we are to be assured of abundant and permanent timber supplies, positive action will have to be taken on a nation-wide scale to raise annual timber growth to an adequate level. These and other such "plain facts" are presented in this booklet which is available, either singly or in quantity, upon application by teachers to the U. S. Forest Service, 630 Sansome Street, San Francisco 11.

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September, 1945

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner W. M. Culp Mabel R. Gillis
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Jottings of a Traveling Bookman

By W. M. CULP

The fast upsweep of world events during this summer of 1945 has kept the pulse of the world at such a beat that the tapering off to the usual norm of life is sure to bring terrific let-downs to many. The capitulation of Germany and Italy in the late spring months had brought the hope of final victory in the East. But the rapidity of its arrival by September was beyond the expectations of the most optimistic. The atomic bomb and the entrance of Russia into the war against Japan was too much for that fatalistic race to combat.

The suddenness of the Japanese collapse has even left education at somewhat loose ends, in spite of long conjecture about what education should do in this period of peace that we hope will be of long duration. With the possibility of some eight million men and women of the armed services being discharged within the year educators had plans for many of them to resume their education, take refresher courses, or enroll in new terminal courses designed to train for some specific job. But already surveys seem to show that the man or woman in the service is not looking with favorable eye upon further educational training. What the men and women being discharged from service want is specific jobs with a monetary return sufficient to maintain the standard of life that they desire. Many in the services have been drawing pay far above that which they had drawn in civilian life. How to adjust themselves to lesser pay commensurate with their skills is going to be a problem for them as well as for war-workers who have been drawing several times their normal earning capacities. The millions of youths who entered service without any business experience and who have spent several years in the army and navy have for the most part no desire to return to school. The educational provisions of the G. I. Bill of Rights so far have appealed to less than 1 per cent of the veterans.

Stanley Frank in an article in *The Saturday Evening Post* gives the problem full scope. Mrs. Walter Ferguson, writing in the *San Francisco News*, asks, "Is something wrong with the educational system, or with the people, or are the times merely out of joint?" Nobody knows, although everybody will probably venture a guess. Mr. Frank points out that most teachers are underpaid. While education has been free, its quality has been deteriorating. And incompetent teachers stifle youthful curiosity when it should be stimulated. There is also a widespread notion that all education should serve as a stepping stone to high-salaried positions. A good many nice people sniff at culture. So boys coming home will probably think first about getting ahead materially. Perhaps they'll even want to take the short cuts. But we should not judge them too hastily. They may change their minds later. *A little more education in favor of education is now in order.* We can all help a bit by talking about the advantages of this provision of the G. I. Bill of Rights to the G. I.'s we know.

* * *

The California State Board of Education has had three new appointments this year. They include Mrs. Margaret H. Strong of Palo Alto, prominent in women's organizations, C. J. Haggerty of San Francisco, well-known labor representative, and Byron Atkinson of Glendale, Assistant Co-ordinator of Veterans Administration, University of California at Los Angeles. Fred W. Smith of Ventura, and William M. Blair of Pasadena were also reappointed this year for another term. Mr. Smith was re-elected President of the Board at the meeting of July 5. The holdover members include Eugene T. Broderick of San Francisco, Ralph T. Fisher of Oakland, Mrs. E. T. Hale of San Diego, Joseph P. Loeb of Los Angeles, and Gilbert T. Jertberg of Fresno. The present State Board of Education is considered one of the strongest of recent years in its professional attitudes and its delegating of educational functions to the various educational organizations of the state. With Dr. Walter F. Dexter, State Superintendent of Public Instruction as Secretary, the July 5 meeting was one of the most interesting of recent months. Discussion of the manifold problems of a great state educational system which were laid before the board gave onlookers a keen insight into the mentalities of the board members heading up our state school system. Their breadth of outlook fosters much for the growth of education in California.

At the July 5 meeting the most prominent piece of business was the adoption of readers, basic and supplemental. The State Curriculum Commission made its report and gave its recommendations. Dr. Jay D. Conner, assistant superintendent of San Diego city schools, and chairman of the State Curriculum Commission, made a very full, detailed report with specific recommendations. This report showed the careful consideration of all texts presented. The tabulations of ten separate reports from ten different sections of the state were given. These reports were from the levels of teachers, supervisors, principals and superintendents. They included cross sections of rural and urban schools. When a book held first place, even if the cost was more than that of another text farther down the list, that book was recommended for purchase. If the survey showed books of several companies with relatively the same score, the recommendation was for the purchase of the book that was offered at the lowest price. A departure was made in that a recommendation was made that one basic book be adopted for each

grade, one copy for each pupil in a given grade. In addition, it was recommended that a supplemental series be adopted and furnished to the extent of one-half each grade's enrollment. For the first three grades the Silver Burdett Company received the unanimous recommendation for their series by Dr. Nila Banton Smith titled *Learning to Read*. The supplemental adoption for the first three grades went to the University Publishing Company for their series called the *Crabtree Basic Series* by E. K. Crabtree, V. C. Walker, and D. Canfield.

✓ ✓ ✓

From the bookmen's point of view the adoption of basic and supplemental readers this past summer in California was the highlight of the year in its relation to sales and monetary return to the publishers. Fred T. Moore, Pacific Coast Manager of Silver Burdett and Company, with his two assistants John S. Osborne and E. R. Colvin, have again won one of the choicest adoptions in the West. The *Learning to Read* series by Dr. Nila Banton Smith is of 1945 copyright. The publishers state the series is a basic reading program, complete in every detail with stories of dash, humor, and interest. The method provides a practical program for meeting the basic reading needs of the pupils, and the teacher is guided through a carefully planned program presented in each year's materials. "Talking Pictures" relate pictures and text so closely and naturally that the words almost say themselves. The content, comprised of realistic stories, old and new fanciful stories, informative selections, and poetry, tends to develop all reading and study skills and to provide for growth in reading attitudes, habits, and appreciation. The names of the various books of the *Learning to Read* series are as follows: *Bill and Susan*, First Pre-Primer; *Under the Tree*, Second Pre-Primer; *Through the Gate*, Primer; *Down the Road*, First Reader; *In New Places*, Second Reader; *From Sea to Sea*, Third Reader. Teacher manuals were also adopted for the above titles. The books of the University Publishing Company of Lincoln, Nebraska, under George L. Towne, President, which were adopted supplementally are as follows: *To School and Home Again*, Primer; *In the City and on the Farm*, Grade 1; *Under the Roof*, Grade 2; and *Under the Sun*, Grade 3.

Dr. Nila Banton Smith, author of the Silver Burdett *Learning to Read* series, has been identified for many years with California education, first, as head of the Broadoaks School, the demonstration school for Whittier College, and of late years as Professor of Education at the University of Southern California. Previously she was identified with education in the mid-west and on the Atlantic coast. She has taught at Indiana University and Greensboro College, Greensboro, North Carolina. She also has served as Supervisor of Research in the Detroit public schools. Her educational background has been grounded at the University of Chicago from which she received her B. A. degree and at Teachers College, Columbia University, where she won her M. S. and Ph. D. degrees. Dr. Smith's educational writings are considered to have made outstanding contributions to the teaching of reading. Among these writings are included the following: *The Primary Unit of Unit-Activity Reading Program*, *Picture Story Reading Lessons*, *American Reading Instruction*, *Reading Activities in the Primary Grades* (with Storm), and *One Hundred Ways of Teaching Silent Reading*.

✓ ✓ ✓

The books adopted by the State Board of Education in its August session in all probability will not be ready for distribution until the fall of 1946. In addition to the adoption of basic and supplemental books of the Silver Burdett and University Publishing Companies the Board also adopted *All Aboard for Storyland*, Grade 4, published by Benjamin Sanborn; and *Looking Forward*, Grade 5, published by John C. Winston Company. Other supplementary reading adoptions are: *Today and Tomorrow*, Grade 4, published by John C. Winston Company; and *The World Around Us*, published by Laidlaw Bros.

✓ ✓ ✓

The appointment this past July 1 of B. F. Enyeart as Chief of the Division of Readjustment (Veterans) Education was the start of another activity of the California State Department of Education. This new division was made possible by the last California legislature and is a permanent Civil Service appointment. Offices are being established in the Forum Building in Sacramento, California, and in the Hellman Building, Los Angeles. Examinations are being held for assistant chief and as many field technicians will be secured as the work requires. The department will deal with Veterans in their relationships with the various educational institutions of the State. Mr. Enyeart is one of the prominent educators of California. His experience has run the whole gamut of school work from that as teacher, supervisor, and superintendent of county schools of Imperial County, California, to that of principal of the Burbank high school and of late years as Burbank's superintendent of schools. He has been very closely identified with the work of the University of Southern California and has been prominent especially in Southern California school matters. He has headed the Burbank system at a time when it was mushrooming in growth because of the vast expansion of motion picture studios and airplane plants of the San Fernando Valley.

✓ ✓ ✓

There are some 50,000 teaching credentials issued to teachers by the California State Department of Education, enabling them to teach in California schools. This past year there were 26,000 credentials issued, the greatest of any recent year. Of these 9000 were emergency credentials issued for the duration. As it turned out, no California school was closed for lack of teachers.

✓ ✓ ✓

The City of Los Angeles Board of Education has decided to take back under its own supervision the University Elementary School in Westwood near the University of California at Los Angeles, which was used by the University as its elementary training demonstration school. As a result the University of California at Los Angeles may have a brand new up-to-date elementary training school sooner than they expected. In the plans for future development of the Education Department in the University Dr. Edwin A. Lee, Dean of the School of Education, and the State Board of Regents, had already drawn up a prospectus for an elementary demonstration school to be erected upon the University campus. It was to be some time in the future. With the city of Los Angeles withholding the use of the school previously under the University, the University will now be given an impetus to hasten its program and to establish a school which will have the prestige of the University of Chicago Elementary School in the mid-west and of the Lincoln School of Teachers College, Columbia University, in the East.

Western School News

Edited by MORRIS WAGNER

FRANCIS W. NOEL HEADS NEW STATE DIVISION OF AUDIO-VISUAL EDUCATION

Francis W. Noel has been appointed Chief of the newly created Division of Audio-Visual Education, California State Department of Education, it is announced by Dr. Walter F. Dexter, State Superintendent of Public Instruction. For years Mr. Noel has been an active proponent for the greater use of audio-visual instructional materials. In 1936 he was appointed Director of Audio-Visual Education for the Santa Barbara City schools, later his position was combined to include Santa Barbara County Schools. He served as an associate member on the Staff of the American Council on Education while that organization carried on their Motion Picture Studies-program in the Santa Barbara schools. He is the author of many articles in the audio-visual field, among them an American

Francis W. Noel

Council on Education publication entitled "Projecting Motion Pictures in the Classroom," and "The Navy Turns to Training Aids," a series of three articles appearing in *School Executive*.

Early in the war Mr. Noel was commissioned a Lieutenant in the United States Naval Reserve, and in 1944 was promoted to Lieutenant Commander. His first assignment was with the Navy Bureau of Aeronautics at Washington, D. C., working on the production of training films and in a survey determining Naval needs of audio-visual training materials. Then he was transferred to the Bureau of Naval Personnel to become Officer-in-Charge of a newly established Training Aids Utilization and Evaluation Section. In that position he was instrumental in the development of a program involving over a hundred training aids utilization officers assigned to Naval Training centers in the United States and at foreign bases. Over forty members of his staff were western audio-visual education leaders.

In October, 1944, at the request of the United States Department of State, Lt. Commander Noel was released from active duty to accept an assignment as United States Department of State Audio-Visual Consultant to the Conference of Allied Ministers of Education meeting in London. Upon the completion of that assignment he returned to California to start work in his new position.

The new Division is confronted with many problems. Some of these are: pre-service and in-service training of teachers in the proper selection and utilization of audio-visual instruction materials; evaluation of materials and equipment; providing schools with audio-visual materials; proper curricular selection of the materials; production of audio-visual materials peculiar to California education needs; providing information regarding new developments and sources of equipment and materials; organization and administration of audio-visual departments; financing.

Mr. Noel received his education in California schools, taking his B. A. degree from Santa Barbara College and his M. S. degree from the University of Southern California. His teaching experience included work at Orosi Union High School before going to the Santa Barbara schools.

* * *

Lee A. Harris, former principal of Fresno High School, is in his first year as superintendent of the Carmel unified school district. Mr. Harris, who had left school work in 1942 to enter the military service from which he recently received his release, was unanimously chosen from among 35 applicants and given a four-year contract. Mr. Harris will serve also as principal of the Carmel High School, succeeding J. W. Getsinger who was released to accept an appointment with the U. S. Air Force.

Mr. Harris graduated from Santa Cruz High School and Stanford University, where he later took his Master's degree. He began his teaching career at Palo Alto high school and the Menlo School for Boys, then went to Fresno high school and later to Fresno State College as head football coach. He served as vice principal at Edison Technical high school in Fresno before becoming principal of the Fresno High School in 1936. He remained in this position until 1942 when he was given military leave to enter the U. S. Navy. Following a medical discharge from the Navy he was named field director and executive officer, under the adjutant general, of the California high school cadet corps, building up the corps from 300 to 15,000 students. He was released from the cadet corps with the rank of major and began work at Stanford toward his Doctor's degree.

* * *

The Bureau of Homemaking Education, State Department of Education, under Miss Bertha V. Akin, this summer conducted an intensive three-weeks' workshop in conjunction with the University of California. The workshop groups consisted of thirty women selected from positions of leadership throughout the state, representing all grades of teaching through the junior college, including city supervisors. The theme of the workshop was "Building a Home Economics Curriculum," and its ultimate outcome will be a state course of study to be published and distributed among all schools and homemaking teachers. Mrs. Ilma B. Oatman, Supervisor of the Teaching of Home Economics, University of California, served as curriculum consultant for these meetings.

* * *

Everett L. Welton, formerly of Scott Foresman & Company, recently joined the staff of J. B. Lippincott Company. Mr. Welton will have charge of promotion and research on elementary and high school texts working in the Chicago office of J. B. Lippincott, which is the headquarters of the company's school and college textbook work. His work will involve the preparation and analysis of various texts, compilation of educational briefs and descriptive circulars, and general supervision of promotional correspondence.

Mr. Welton is a graduate of Western Illinois College of Macomb, Illinois, and did graduate work in education at the University of Chicago and the University of Illinois. He served as school administrator in several Illinois communities, his last school position being superintendent at Big Rock, one of Chicago's suburbs about 40 or 45 miles from the city. In 1939 he joined Scott Foresman & Company, serving as sales representative in northern Illinois and assisting in promotion.

SAN JOSE LOSES ITS LONG-TIME SUPERINTENDENT

San Jose schools have the sad duty of opening this fall without their beloved superintendent of nearly a quarter of a century, the late Walter L. Bachrodt, whose sudden death last spring left a great void in the minds and hearts of fellow workers not only in his own city but throughout the state as well. During the past year especially Mr. Bachrodt had been prominently before the educators of the entire state as the dynamic and successful Chairman of the Committee for Proposition Number 9 which was carried by more than a half-million majority last fall. At that time Mr. Bachrodt interpreted this vote by saying "The people have told us that they believe in us. The vote on Number 9 not only

Walter L. Bachrodt

means more money but is a vote of appreciation for the work that the schools are doing."

Walter L. Bachrodt was a great leader. Sam H. Cohn, former Deputy Superintendent of Public Instruction, in a personal tribute to Mr. Bachrodt published in the June issue of *Sierra Educational News*, wrote, ". . . He was a big man, physically, mentally, socially. He was a politician in the original meaning of the word—a man of the people. He met and understood the banker, the tradesman, the artisan, and the various gradations of white collar workers.

"He was by nature a leader to whom his community and the members of his craft turned naturally when leadership was needed . . ."

Mr. Bachrodt had lived in California from the time that he was two years old. He attended San Jose Normal School and Stanford University where he received his M. A. He gave courses during summer session at Stanford for several years and at San Jose State for eighteen years. In 1941-1942 he was elected president of the Association of California Public School Superintendents.

Ralph R. Fields, who had been assistant superintendent of schools, San Jose, since 1942, was last spring elected superintendent, succeeding the late Walter L. Bachrodt. Coming to San Jose in 1941 as Curriculum Director, Mr. Fields brought to the position a wide range of experience in this field. From 1936 to 1938 he was Curriculum Field Secretary for Stanford University on the Santa Barbara City and County Curriculum Project. In this situation he had the responsibility of coordinating the work of the Stanford professors in Santa Barbara with that of the local administrators as well as of working with teachers and administrators directly on curriculum problems. From 1938 to 1941 his work as Assistant Professor of Education at Stanford University consisted of the supervision of student teachers and several courses in curriculum and methods. In the summer of 1940 he was Director of the Santa Barbara Curriculum Workshop held on the Stanford campus.

Mr. Fields graduated from elementary school, high school, and junior college in Phoenix, and received his B. A. from the University of Arizona in 1929. His first teaching position was as an instructor in the Phoenix Union High school. Then he served as Assistant Director of Research and Guidance of the Phoenix Union High Schools. He received his M. A. from Stanford in 1934 and spent 1935 and 1936 in full-time graduate study at the University. He received his Ed. D. at Stanford in 1940.

NEWS NOTES

Vaughn D. Seidel, superintendent of the Alameda county schools, has outlined for the coming school year an expanded educational program for the Alameda county schools. With the increase from 600 to 900 A. D. A. of the number of pupils of each district system that now come under county supervision (a law passed by the last state legislature), the supervisory duties of the Alameda county superintendent's office have been vastly increased. Superintendent Seidel believes that all of the children in the county schools are entitled to the best in education and should have everything that is available to public school children in the best of city systems. Because of this there has been developed under Mrs. Ethel S. Ward, Director of Instruction and Coordinator of Curriculum, great emphasis in supervision upon the special subjects of art, music, guidance, and physical education as well as upon the basic school subjects.

Added emphasis this year is being laid upon a speech program for the Alameda county schools. Not only have plans been made for the eradication or amelioration of speech defects in special cases, but plans are in operation for the improvement of speech habits of all pupils. Instruction in general speech improvement has become a regular part of the curriculum. In addition, teachers are to have in-service training along this same line of speech improvement. The speech coordinators are under Miss Zelmera Domenici, director, and are Miss E. Lunney Ryan, Miss Mary Louise Browne, and Mrs. Elizabeth Hollenkamp. Miss Browne and Mrs. Hollenkamp are new to the Alameda county system. Miss Browne comes from the Alameda city schools and Mrs. Hollenkamp from the South San Francisco system. The instructional staff also has several other new members. There are three new general supervisors of instruction. Miss Nelle M. Mead continues her work and the three new members are Audrey Mitchell from the Richmond City Schools, Lawrence W. Reinecke, for the past four years supervisor in the Siskiyou county schools, and Mabel Sampson, new to the State, and from a Minnesota teachers college.

Mrs. Persis Cowan has been appointed assistant coordinator this summer. Mrs. Cowan has had extensive county supervision work under former County Superintendent Cobb of Ventura County and Superintendent Trillingham of the Los Angeles county schools. Mrs. Cowan comes directly from the Los Angeles county office to the Alameda county office. With Jack D. Rees, Director of Research and Guidance, accepting the district superintendency of the Hayward elementary schools this past spring, Rock La Fleche has been appointed Director of Research and Guidance. Mr. La Fleche comes to Alameda County from the principalship of the Bay Point elementary school, Port Chicago, Contra Costa County. While in Contra Costa County he was one of the outstanding educators in that section of the state. Miss Vibella Martin is also listed for the first time as a Consultant in Education. Miss Martin is on the staff of the University High School, Oakland, the Laboratory School of the University of California.

San Lorenzo, Alameda County, ranks among the most colorful when tales are told of the fantastic growth of villages and towns during these war years. Located within the orbit of Oakland, California, with its vast wartime ado, San Lorenzo is about twelve miles east of the Oakland water front on San Francisco Bay. In the low-lying plain coming down from the Piedmont hills it has since the time of the padres been a beautiful farming section of grain and orchards and of late years of many florist hot houses and acreages of tomatoes, cucumbers, and like products. Here C. E. Lawson has been district superintendent of schools for many years. A system of four schools had gradually grown until in the year 1943-44 the A. D. A. totaled some 1,024. Then, in the spring of 1945, came the deluge. Within blocks that made up the crossroads of the town came the start of the San Lorenzo Village and Shopping Center, a private Housing Project with Federal Aid. By late spring of 1945, 1329 houses had been completed and some six to seven thousand persons had moved into permanent homes. These homes had been built on the mass production plan of around 500 at a time. Now in course of being built are two hundred more houses, bringing to 1500 the number of homes to be completed in the village since January of 1945.

On August 27 the new San Lorenzo Village School opened. It now has an enrollment of 882. It is three schools in one. Seventh and eighth grade pupils are in all-day session. A morning and afternoon shift of elementary pupils are enrolled for double sessions. Miss Dorothy Gansberger is the new principal of this San Lorenzo Village School. A former teacher in the San Lorenzo system, she comes back to the village from Oakland from the Santa Fe School, the University of California Elementary School Training Center. With administrative degrees from Teachers College, Columbia University, District Superintendent Lawson believes the new school is in excellent hands. The San Lorenzo Village School was built from part of the funds obtained from an $180,000 bond issue. So far the plant contains some fifteen classrooms used by twenty-three teachers working on double session shifts. In time more classrooms and auditorium and gymnasium are scheduled to be provided. The building is of one-story construction of steel re-inforced concrete blocks. Laid out as an open rectangle, additions can be attached without great difficulty. The mere fact that since September of last year the San Lorenzo system grew from 22 teachers to 56 gives in brief the turmoil which all at once confronts the trustees of the district and Superintendent C. E. Lawson.

* * *

Jack D. Rees, Director of Research and Guidance of the Alameda county schools, was this past spring elected district superintendent of the Hayward elementary schools. Along with other schools within the Oakland metropolitan area Hayward has had great growth within the past several years. The system is now comprised of six schools and the enrollment will pass the 2500 mark this fall. Already in his new position, Superintendent Rees has laid out a plan of reorganization and a delegation of authority that leads up to the district superintendent and board of trustees as final arbiter. Excellent new board of education and business offices have been established in the Bret Harte School. Mrs. Katherine H. Borneman, formerly primary supervisor and principal of the Markham School, has been made assistant district superintendent with offices in the main office and is concerned mostly with curriculum administration. Ferd Kiesel was this year appointed principal of the Markham School and comes to the system from the Mill Valley schools across the Bay in Marin County. Superintendent Rees is well acquainted with Alameda county school problems. Eight years previous to his one year in the county office as director of research and guidance under County Superintendent Vaughn D. Seidel, he was vice-principal of the Washington Union High School, at Centerville, Alameda County. He is a graduate of the University of California with degrees of B. A. and M. A. He has majored in educational administration.

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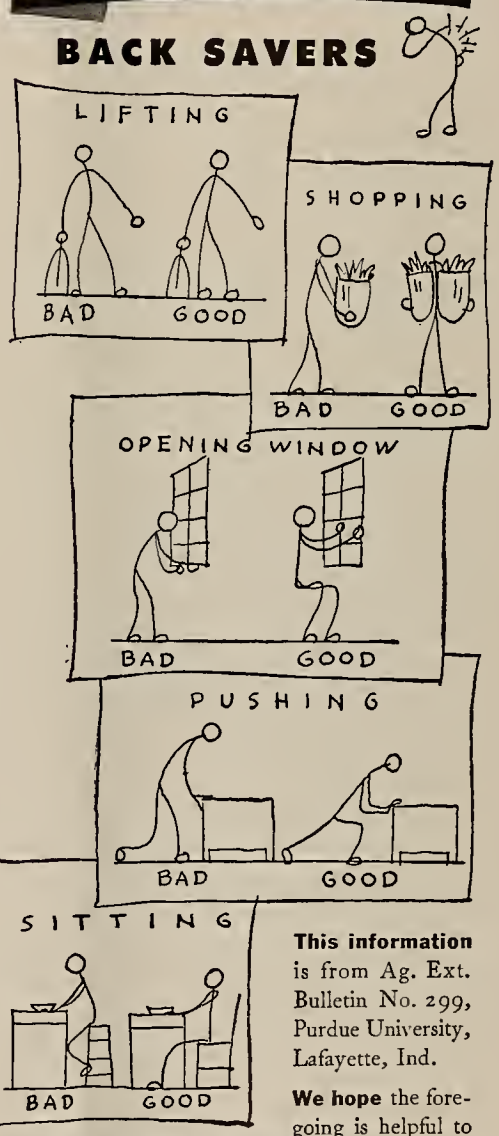

This information is from Ag. Ext. Bulletin No. 299, Purdue University, Lafayette, Ind.

We hope the foregoing is helpful to you just as in the past Wrigley's Spearmint Gum has been helpful to millions of people. 2-42

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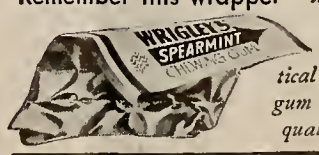
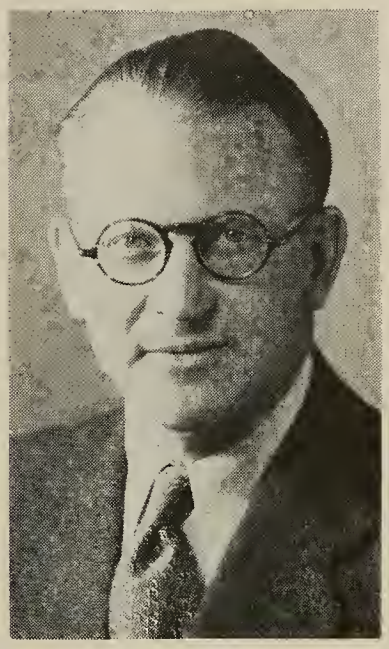


San Leandro elementary schools under Superintendent Earl B. Shoesmith during these past war years have been hard put to keep up with the growth of the community which now numbers more than 25,000 persons. With the A. D. A. of elementary pupils pressing the three thousand mark last year a further growth is expected this fall. Seven new teachers have been added to the staff, now making a total of 98 certificated personnel. The completion of 500 new homes in the city account for the further increase in school population, which has not yet begun to fall off with the end of the war in the Pacific. The system now is comprised of four large schools. One small new one will open this fall. Sites have been purchased for two new school plants. One large school will have to be erected this coming year to handle the increased enrollment. San Leandro, adjacent to the boundaries of Oakland, is within the Oakland high school district. The high school catering to the San Leandro section was built to handle 600 students. It now has an enrollment of over 1700. Oakland has a bond issue up this fall to provide new schools for their unified high school system.

Citizens of San Leandro have been studying the educational problems of their community for some years. A citizens' committee has reached the unanimous decision that for the best interests of their section they recommend that San Leandro should have a unified system of both elementary and high schools and that they should withdraw from the Oakland high school district. If the new bond issue is passed the attainment of such an objective would be put off indefinitely since, if their district withdrew, they would still have to pay their pro rata portion of the Oakland bond issue. As it is, their assessment roll of over twenty millions of dollars would give them wealth behind each pupil which is more than that behind high school students in the city of Alameda. There is pronounced interest in the discussion of the problem of whether to become annexed to Oakland and become a part of that city or to withdraw entirely. If the bond issue is defeated, in all probability there will be immediate moves to start the formation of a unified system for the education of the pupils from kindergarten through the high school in San Leandro.

In the department of supervision Superintendent Shoesmith is having additional aid this year. Miss Bernadine Quilan, formerly a teacher in the system, is to work in the office as administrative assistant. Mrs. Jane Gordon has been appointed to be a coordinator of elementary education to work along with Miss Claire Garcia, who has been head of that department for some years. Miss Garcia will continue to head up work in reading and allied subjects, while Mrs. Gordon will supervise the social studies and related subjects.

Thomas W. Chapman this fall entered upon his duties as director of elementary curriculum in the Fresno County Schools. Mr. Chapman has for the past twelve



T. W. Chapman

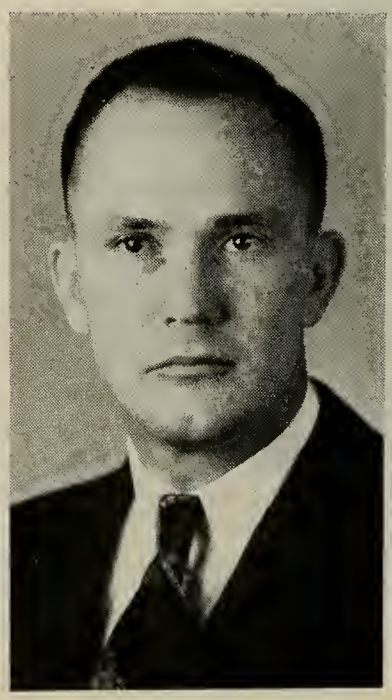
years been assistant superintendent of both the Lodi elementary and high school districts, a good part of his work dealing with curriculum construction, administration, and supervision. Mr. Chapman's first experience in the school field was as an elementary school principal for two years in Illinois. Then he went to Nevada where he taught social science in Tonopah high school, was superintendent of the elementary schools in Las Vegas, and for six years was deputy state superintendent of schools. From 1926-1933 he was director of instruction at the Montezuma school for boys at Los Gatos. For the fourth successive year Mr. Chapman taught this summer in the College of the Pacific summer school, offering both undergraduate and graduate courses in elementary methods.

Mr. Chapman received his B. A. degree at the University of Illinois and his M.A. at the College of the Pacific. He has also done post graduate work at Stanford.

John H. Palmer, city superintendent of the Marysville schools, came to this position in the fall of 1944, succeeding Walter Kynock, who retired after many years of service in the Marysville schools. Mr. Palmer is a native Californian, born in Oroville. He attended the Oroville public schools and Chico State College, obtaining his B. A. from this institution. He did post graduate work at the University of California and Stanford. His early teaching experience was at the Vaca Valley Union Grammar School. From 1928-1944 he was principal and district superintendent of the Placerville Grammar School.

J. Russell Croad, superintendent of the San Bernardino city schools, resigned his position in that place to accept the superintendency of the Burbank city schools, when Mr. B. F. Enyeart accepted the position of Chief of the Division of Readjustment of the California State Department of Education.

Ben H. Watkins of Orosi has begun work as one of Fresno County's general elementary supervisors. Mr. Watkins' experience includes six years in Hanford as elementary teacher and building principal and two years as principal of the Orosi elementary schools. He was recently elected president of the State Elementary Principals Association. Mr. Watkins is a graduate of Fresno State College with a B. E. and B. A. degree.



Ben H. Watkins

CAROLINE I. SWOPE
(1862-1945)

An Appreciation

When, in later years, appraisal of the contributions of women to education in California and the West during the first decades of the twentieth century will be made, none will stand out in brighter light than the place Miss Caroline I. Swope, founder of The Caroline Swope Summer School, will occupy. If education is the training for service to one's self and for the benefit of mankind the essence of Miss Swope's contribution to education was of the highest order.

The name of being a Hoosier Schoolmaster is synonymous with that of being a teacher of the greatest breadth of vision and of tremendous human understanding. Miss Caroline Swope, born at Greencastle, Indiana, more than four score years ago, contributed to education, as an Indiana schoolmistress, all of those intangibles that make up a great teacher. Her school was built in the spirit of service. It was a personalized one-woman school in which the imprint of her personality upon education of teachers for service was expanded and rounded out. Being an educator with no formal degrees, Miss Swope was closer to the problems of the real teacher than those professors versed in formal pedagogical theory. The real appeal of her work and school was that teachers trained in the usual academic fashion welcomed the work presented in her school because it got down to basic ways of putting theory across. For educators of teacher-training institutions still have too much of the theoretical background of practice and not enough presentation of the spading and hoeing that is the necessary groundwork of true instruction. Ways and means of presentation of subject matter, devices and shortcuts, the understanding of the manner of a child's thinking, and grasping all of these, were part of her scheme. The Caroline Swope Summer School was different in that teachers attended it because they truly wanted to improve and to make themselves better teachers. It was a school where the teachers waited on the steps to get in at eight o'clock in the morning and had to be pushed out of the doors at five o'clock in the afternoon.

Miss Swope's Summer School was in operation from 1909 until the summer of 1942, when, because of transportation problems resulting from the World War, it was recessed until cessation of hostilities. Then, on August 1, 1945, Miss Caroline I. Swope passed on. Whether The Caroline Swope Summer School will re-open during the summer of 1946 is not yet decided. If it does, Dr. Madilene I. Veverka, Associate Director of the School, and long an instructor in the school, and Mrs. Ethel Saxon Ward, Director of Instruction and Coordinator of Curriculum for the Alameda County schools, and head of the social studies work in the school since 1924, will be prominently identified with the school's reopening.

The Caroline Swope Summer School grew from small beginnings until it had

Caroline I. Swope

two three-week sessions, one being held in later years at Long Beach, California, and the other at Santa Cruz, California. Twenty-eight instructors in its days of greatest prosperity gave courses to considerably more than a thousand persons each summer, made up of individuals from all over the country and from outside its environs. Since the Caroline Swope School was a personalized school, its fame and fortune was made by mouth-to-mouth advertising. In its first years states would not give it accreditation, but in the later years California and seven other states accepted credits for work done in its classes.

The beginnings of Miss Swope's school were in the city of Riverside, California. Early after the turn of the century Miss Swope was a principal in the Riverside city schools. In those days teachers were not in greater numbers graduates of Normal schools or Teachers Colleges. Certification for teaching in the elementary grades was still largely on certificates issued to persons passing examinations given by county boards of education. Miss Swope found many of her teachers needing instruction in fundamental teaching methods. She started giving such aid to them after school and a week or two before the opening of the year's term. Such aid was given free. Edward Hyatt was then superintendent of the Riverside county schools and was to go on to be one of the great Superintendents of Public Instruction for California. Superintendent Hyatt recognized the value of Miss Swope's work and offered to finance out of county funds instruction for teachers before the opening of the school year. The first year under this arrangement ten teachers availed themselves of the opportunity for further in-service training. From this small beginning over the years the school grew from one session held in Southern California at Long Beach to two, one in the south and the other in the northern part of the state. Berkeley, California, was at first the site of the northern session, which eventually was moved to Santa Cruz, California.

Besides the inspiring leadership of Miss Swope several things made for the growth and success of the school. Predominantly the school was in the business of presenting the solving of everyday teaching problems of the teachers. In the accomplishing of this Miss Swope surrounded herself with a faculty that was outstanding, each instructor was an expert in his or her field. What is more, for such aid she paid out in salaries much more than that customarily given to those instructing in summer schools. What, perhaps, aided in greatest degree her success was the minute organization of every detail of the summer school work. All year Miss Swope was working and planning for the execution of the plans she had for her two three-week sessions. Syllabi and briefs of courses were all ready at the opening of each session and became the possession of each enrollee. Exhibits of all kinds were ready for use and were in place on the days such materials were called for. To F. J. Welsh, head of the physical properties of the school, Miss Swope always gave credit for the smooth operation of every classroom.

The work of Miss Caroline Swope, built in the spirit of service, still lives on. No teacher without funds who wanted to take her courses was ever turned away. Her achievements in her school were accompanied by equal achievements in friendship that will continue to live on.

Library News

Edited by MABEL R. GILLIS, State Librarian

In April we had the pleasure of presenting an article "Assignment to Quito" and at that time promised a further account of the librarian-author's experiences in Ecuador. The article this month is our proud fulfillment of that promise.—Ed.

NOTES ON LIBRARIES IN ECUADOR

By Dorcas Worsley Reid

Californians visiting or living in Ecuador find themselves in a country of magnificent and dramatic landscapes that often resemble and rival their own. There is, for example, a current Kodachrome post card of Mt. Shasta in winter that has been mistaken for Ecuador's Mt. Cayambe as seen from Quito on a clear day. Such resemblance in the landscape gives one a feeling of kinship that alleviates something of the utter strangeness and great differences so pronounced between the two regions in most other respects. Differences in historical, cultural, and economic development are staggering. Ecuador is larger than California by 25,000 square miles,[1] but has only about half as many inhabitants; Ecuador's two largest urban centers have not more than 200,000 population, while California's Los Angeles and San Francisco areas top 1,000,000 each. Ecuador was claimed and colonized by the white man in the early sixteenth century, California in the late eighteenth, a difference of two hundred and fifty years. Ecuador remains predominantly Indian, California is overwhelmingly white. California is rich, Ecuador is poor.

It is, therefore, not only difficult, but dangerous, to think about libraries and schools in Ecuador in terms of those in California. Ecuador must be seen in its own perspective. It is beyond the limits of this brief report to delineate this perspective, other than to indicate that one cannot understand that country's educational present without knowing the significance of these names in its past: Huayna-Capac, Atahualpa, Benalcázar, Gonzalo Pizarro, Miguel de Santiago, Caspicara, Sucre, Flores, Rocafuerte, García Moreno, González Suárez, Eloy Alfaro, Maldonado, Espejo, Mejia, Olmedo, Mera, Montalvo. If, to illustrate, we are told that California's illiteracy is less than 3 per cent, while Ecuador's is 80 per cent or more, we must not conclude hastily that Ecuador is without a cultural heritage. Quite the contrary: the Franciscans founded an art school in Quito in 1535 whose fame and influence spread throughout the vast Spanish empire; Eugenio Espejo was Quito's distinguished librarian and educator before California was more than the merest outpost of New Spain. The exceedingly high illiteracy rate in Ecuador is due to geographic and ethnic problems, the cruel exploitation of the colony by mother Spain, with attendant economic backwardness, and an ill-starred socio-political history during the last century. We should, then, look at schools and libraries there remembering *their* traditions, *their* history, *their* pattern of development.

Cloister of San Francisco Monastery, Quito

Catholic Spain colonized Ecuador, and naturally church schools have been prominent from the beginning;[2] they continue today to offer an educational program from kindergarten through the highest academic disciplines. An outstanding example of the latter which serves to illustrate at the same time an excellent integration of teaching method with library facilities, is the Jesuit Seminary in Cotocollao, a few minutes from Quito by car. The seminary specialized in humanistic studies, particularly in the classics; its head, Dr. Aurelio Espinosa Polit, is a world-renowned scholar who has secured and organized a fine library, in many languages, noteworthy for complete holdings in all the important serials in philology and classics. This section is more complete than that of many in our large university libraries. There is likewise a rich and extensive section of Virgiliana. The visiting librarian notes that all the basic reference tools and sets are in evidence, and bear marks of frequent use: this library is a busy place. It is classified and cataloged by a special scheme which seems to serve the needs of the school adequately. One of the staff of the seminary does the binding, and his work puts to shame most of ours. The collection has outgrown its quarters (that old refrain!) and in 1944 a wing was being added to the main building to serve as a new library. This, seen when nearly finished, embodied the most modern ideas as to fenestration, fireproofing, and functional design in general, given certain local conditioning factors.

No librarian or educator can be long in Ecuador without hearing of the private library of Don Jacinto Jijon y Caamaño, wealthy aristocrat who is also a scholar in the archaeology and history of Ecuador. He has dedicated many long years to collecting, and has now an extremely valuable library, perhaps the finest private collection in the country. He also has the largest and richest archaeological museum, and still another museum holding all manner of objects that are part of Ecuador's history. Many hope that eventually these private collections may belong to the nation, for there is no denying that they are the core of a National Museum.

The library is a squarish, two-story building, elegantly furnished, with perhaps 30,000 volumes of printed works alone, carefully cataloged and classified by the owner, and shelved meticulously on library-type double stacks. There are many rarities and treasures of Ecuatoriana, such as manuscripts of the early days of colonization, manuscripts left by various presidents and other important men, source materials for many books yet to be written. Visitors are shown first editions of Cieza de León, Oviedo, and others, a second edition of Gomara, and then, as the pièce de résistance, a copy (the owner believes it may be the only one left) of the first book printed in Ecuador. This is a small volume of 92 pages, in Latin, on theological mysticism, printed

1. All statistics relative to Ecuador are estimates. Area is disputed, and there has never been a careful census.

2. Freedom of worship was first made part of the Constitution in 1906.

in Ambato by the Jesuits in 1755. A visit to Dr. Jijon y Caamaño's library reminds one of the strong tradition of fine private libraries, derived from European cultural influence so persistent in Hispanic American nations even today. Where many a Californian might point with pride to his new Buick or his prize chrysanthemums, an Ecuadorian would be more apt to show off his morocco-bound set of the Gonzáles Suárez *History*.

The library of the Colegio Nacional Vicente Rocafuerte in Guayaquil is a good example of library service in a state-financed and administered school at our secondary-junior college level. This College is rated as one of the nation's best, with an enrollment of about 1,500 young men. The plant is modern, and the library is excellently located at the left of the main entrance, on the ground floor. It is well-lighted and at least partially adapted to the tropical climate. The collection of some 12,000 volumes is shelved in a closed stack room; there is a reading room for students, far too small, but inviting, and a separate study room off the stack room, set aside for faculty members, a feature some of our teachers might appreciate. In common with almost all Ecuadorian libraries, it lacks any floor space that can be feasibly designated for technical processes and internal administration. The librarian may be called on to substitute in the classroom in case of illness or emergency, and must have the academic preparation mandatory.

Of the municipal libraries, that in Ambato, provincial capital about the size of Santa Barbara, is assuredly one of the most interesting. The collection of approximately 10,000 volumes is strong in local history and literature; its chief jewel is a very rich and complete section on Juan Montalvo, including his manuscripts, his desk, pen, many portraits, etc. The library-museum is housed in the *Casa de Montalvo*, the writer's former home. It is a beautiful colonial house near the city's central plaza. This institution is maintained by the city fathers, who take care to honor their native son. Perhaps California city and county librarians will be interested in two recent ventures of the library: a highly successful book fair was held during the town's provincial Fair in 1943; a deposit station has been set up in Ambato's "outdoor reading room." The city operates a lending service from a kiosk in the center of beautiful gardens in one of the plazas. Formerly only tabloids and ephemeral matter were available for those wishing to read in the park. Now the Casa de Montalvo is lending a group of books, changed at regular intervals. This is a radical departure from the "library-use only" tradition.

The Casa de Montalvo publishes a literary review edited by the Librarian, who includes in the journal a regular section on the library, just as does the Librarian of the Central University in Quito, who is also editor of the university's learned journal in the humanities. Librarians in Ecuador, in fact, usually are also editors, journalists, or bibliographers; many have been writers of distinction. There are two chief reasons for this. In the first place, they are widely read and avidly devoted to intellectual pursuits, and in their environment they find it natural to write; thus they gain the acceptance and esteem of their group. In the second place, they are so badly paid as librarians they must supplement this token income, and some form of writing is an obvious method.

Ecuador has a bibliophile who for more than forty years has devoted himself constantly and altruistically to acquiring, classifying and indexing Ecuatoriana: Dr. Carlos Rolando of Guayaquil is the "grand old man" of the library profession in his country. His collection, title to which now resides with the city of Guayaquil, is located in the Municipal Palace, one floor removed from the city library. Classified according to the Brussels scheme with many local adaptations worked out by Dr. Rolando, there are book catalogs and the material is carefully indexed. Complete in many files of national periodicals, this library was the basis for the *Bibliography of the Belles Lettres of Ecuador* published in the Harvard Council series some years ago; it is a scarcely-tapped reservoir of source materials for research.

Facing busy San Blas Plaza in central Quito is a large building with imposing portal: the National Library. Comprising about 50,000 volumes, the books are shelved on stacks along the walls, leaving the center of the square, barn-like structure free as reading room. There are administration and cataloging offices, bindery, archive, special collection alcoves. This library has had an unfortunate history; for many years it was neglected and forlorn, even robbed, some say. In March, 1944, the new librarian was

(Continued on Page 12)

NEW!

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Book Reviews

From the Macmillan Company

A Basic Vocabulary of Elementary School Children by Henry D. Rinsland. Price, $6.00. This book presents the results of an exhaustive study of the vocabulary of children in the elementary grades, conducted by Dr. Henry D. Rinsland and an experienced reesarch staff at the University of Oklahoma. It reveals the actual frequency of children's use of words, grade by grade, from I through VIII. To make this study, more than 6,000,000 running words were examined from over 200,000 papers, representing the original writings of children in grades I-VIII. These samples were received from 708 schools in all parts of the country and were selected and submitted by teachers who knew the kind of materials desired and the purpose of the study. A useful introduction explains the nature of the study and its findings in detail. Following this is the list itself, which contains 14,573 words, or all those found to occur three or more times in any one grade.

From the California State Department of Education

Science in the Elementary School. This guide for teachers in science education for the elementary school has been prepared by a state-wide committee on science teaching in the elementary schools appointed in November, 1935, by Dr. Walter F. Dexter, State Superintendent of Public Instruction, to work under the general direction of the Division of Elementary Education under Miss Helen Heffernan. The committee was made up of members of the science faculties of state colleges and supervisors and teachers of science in the elementary schools. Some of the members of the committee were: E. E. Frasher, General Supervisor, Fresno; Esther L. Guthrie, Supervisor of Science Education, Sacramento; Bethel Mellor, Curriculum Coordinator, Kings County, Hanford; P. Victor Peterson, Professor of Chemistry and Chairman, Natural Science Department, San Jose State College; Lava V. Sughrue, General Supervisor, San Bernardino. Among the chief contributors were Irwin O. Addicott, Assistant City Superintendent of Schools, Fresno, Mabel Delavan, teacher, Pacific Heights School, San Francisco, Gayle B. Pickwell, Professor of Zoology, San Jose State College, and Gertrude Witherspoon, Assistant Professor of Chemistry, San Jose State College.

The book is divided into three parts. Part One includes these chapters: Point of View in Science Education, Effective Learning and Teaching in Science, Using Science Materials in the Classroom, Desirable Outcomes of Science Teaching in the Elementary School, and Suggested Methods of Teaching Science Content at Different Maturity Levels. Part Two presents the records of three curriculum units contributed by California teachers which suggest ways in which science education can be included as integral parts of various areas of experience. The units are on Water and the Fishing Industry, China, and "Our Creek." Part Three gives valuable lists of references for both teachers and children, of both books and periodicals, and of federal and state publications, and also an Index to Selected Science Books for Children. Particular mention is made in a foreword to this book of the work of Carl D. Duncan, Professor of Entomology and Botany, San Jose State College, who took the manuscript in its preliminary form and rewrote some portions of it, supplying the significant transitional material that now binds the whole together. Much credit also is due Ivan T. Waterman for the final editing of this volume and for its attractive format. Many fine photographs are included, showing science activities in elementary schools of various California school systems.

LIBRARY NEWS

(Continued from Page 11)

making extensive improvements in spite of many obstacles. Re-classifying and cataloging were under way, re-organization of staff, administration and services had begun, and plans were being drawn up for a new location, new building, branches, a children's room. But in July, the national government changed hands and out went the librarian along with countless other federal employees. Presidential appointee Minister of Education controls appointments in the National Library and many others.

After visiting many of Ecuador's libraries, and working with the librarians both directly and indirectly, a few aspects of the library "picture" may be mentioned:

1. The librarian is usually appointed by rector (school head) or city council. Once in office, he is given a fairly free hand in management, there being few active library boards or committees.

2. The "guardian" philosophy of librarianship, with "library-use only" corollary, has been fostered by a federal law requiring a librarian to pay from his own pocket for any book that is lost during the year; annual inventories are mandatory. The Association of Ecuadorean Librarians, formed in 1944, hopes to see this law repealed.

3. Rectors, city councilmen, and other governing bodies seem interested in improving libraries and were most cooperative regarding the special short course for librarians offered in Quito last year, but they are handicapped by actual lack of funds. The Ministry of Education has received a very small share of the national budget in the past, but it has in the last few years shown increases, and there is definite hope for better libraries if the current trend continues.

4. Since money for purchase of books is so extremely limited, library acquisitions consist largely of gifts and exchanges. In a number of libraries, books in English given through our Books for Latin America project were one evidence of closer library and publishing relations with the United States.

5. The library of the Centro Ecuatoriano-Norteamericano in Quito now serves not only its primary purpose as an integral part of the center's program, but also as a demonstration unit for librarians wishing to see in action many of our accepted administrative principles and technical procedures.

6. The "Summer School" for Ecuadorean librarians held during March-April of 1944, with trained and experienced U. S. librarians as teaching staff, was the beginning of more and better work of this kind. One of the best students received a scholarship and spent the 1944-45 school year at the School of Library Science in Ann Arbor. He will return to his position as head of the Central University's Library in Quito (where he already had nine years of experience) to give further training to his colleagues. It may be of interest to mention that for the first course, only a small, highly selected group of librarians from key positions throughout the country were accepted as students, forming a nucleus for carrying on the work. This group became, during the Quito school period, the Association of Ecuadorean Librarians, and each member received a year's enrollment in the American Library Association.

In conclusion, while it is true that we have much to teach our Ecuadorean colleagues about administrative and organizational matters, as well as technical processes, they have things to teach us too. They are, as a group, much more concerned with living the life of the spirit than we are; they read widely, not the reviews, but the books; and they *think, talk,* and *write,* not about the book in order to get someone else to read it (our advertisements, our radio talks, our 1,001 publicity stunts), but *as a result* of what they have read. And they know a good deal more about our books and the ideas behind them than we do about theirs: how many of us have read even one of these: *Our Daily Bread, Cumandá,* the *Siete Tratadas,* or Jorge Carrera Andrade's poetry?

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The Western Journal of Education.

Founded in 1895 by Harr Wagner

The late Dr. Walter F. Dexter
State Superintendent of Public Instruction, California State Department of Education
1886 - 1945

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October, 1945

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San Francisco 2

State Executive Secretary
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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner W. M. Culp Mabel R. Gillis
Irmagarde Richards Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

The recent death of Dr. Walter Friar Dexter, State Superintendent of Public Instruction for California since 1937, has delayed for a time the continued widening of a State program of education for California. Moving in quiet ways, Dr. Dexter had been working towards separating the position of State Superintendent of Public Instruction from politics and making it an appointive office. The Strayer report was not approved in all of its aspects, but the State Legislature did go so far as to raise the salary of the State Superintendent to $10,000, a movement in the right direction of making it more possible to secure more capable men for the position.

In assaying the contribution Dr. Walter F. Dexter made to education in California and in Indiana and elsewhere, the essence of his work lay in the genuineness of his feeling that through education man could better himself and make living for his fellow beings more worthwhile. On the surface a calm and placid man, Dr. Dexter nevertheless had an intensity of feeling for his profession that drove him continually in the furtherance of educational aims and was perhaps responsible for his death at the early age of 58. His ceaseless activity, his constant speaking engagements, his combating of forces he thought inimical to the best interests of the school children of the State, must have been the causes for the weakening of his heart and for the severe attack which resulted in his death.

Dr. Dexter's life is the story of a man who worked hard for what he achieved. Earning money the hard way to make a college education possible, he was thirty years of age, a man mature and knowing what he wanted, before he graduated from Penn College in Iowa in 1916. He later obtained a Master's degree from Columbia University and a Doctor's degree from Harvard University. It was as president of Whittier College at Whittier in Southern California from 1923 to 1934 that he began to make his imprint upon California education. In those years, as a speaker, he became one of the most popular in the southland. His interests ranged from those of education through politics, and in 1934 he accepted the position of executive secretary under Governor Merriam of California. Then, in 1937, there being a vacancy in the state superintendency for California, he was appointed to that position by Governor Merriam. He was re-elected at the next election.

In educational theory Dr. Dexter leaned more towards the progressive mode of thinking, but he demanded that proficiency in the tool subjects should not be weakened. Dr. Dexter will go down in the story of education in California as a kindly man, a person of warm human relationships, and as an educator fervently believing that through the educational process humanity can reach into better living.

* * *

The educational aftermath of the cessation of fighting in Europe this past spring and in the Orient this past summer has left California educators and especially administrators gasping. It was known that some million and a half more persons had moved into the State during the war years, but it was naturally supposed that immediately with the ending of hostilities vast numbers of the newcomers would return to their former homes. Many did, found that the old home grounds were not what they had imagined, and have returned to California. It seems that for one family moving out of the State two move in. As a result in practically every community in the State school population has increased tremendously and is still on the upgo. As a result there is still terrific demand for new teachers, new buildings, new equipment and everything that goes to make an educational program possible.

The securing of new buildings to house increased school population is the greatest problem of administrators, trustees, and boards of education at the present moment in California. Even with bond issues voted and monies available, the rapidly rising cost of construction means that the money on hand will not cover the amount of new facilities needed. Consequently many systems are going on two-day sessions and some even on three.

* * *

During the last several years the development of the California County Supervision Program under the guidance of the various county superintendents of schools of California has brought about a greater advancement of school procedures than any comparative period in the State's educational history. The increase of funds for county supervisory work made possible by passing Constitutional Amendment No. 9 last year has again added zest and power to the program. Now such large counties as Los Angeles, Fresno, Alameda, San Diego, Kern and many others are putting on educational programs that are as varied and as professionally correct as any of the best cities of the State or county.

Especially is this evident in course-of-study work. Los Angeles County has led for years in this field, but now such counties as San Diego and Kern and many others have come out with fine contributions. The latest of these just off the press the 1st of October is the *Curriculum Guide for Elementary Schools for Kern County, 1945*, sponsored by County Superintendent of Schools, Leo B. Hart, and prepared by the professional staff of the Kern County schools with the assistance of committees of teachers and administrators throughout the county under the general direction of Dr. Carl H. Rich,

Director of Education for the Kern County Schools.

This Kern County Curriculum Guide is a large volume 8½ by 11 of 533 pages beautifully printed with clear type. Briefly, the contents are as follows: Part I, The Office of the County Superintendent of Schools—An Outline of Services; Part II, Our Philosophy of Education; Part III, The Curriculum. In this curriculum social studies has been made the core around which all subject matter integrates. Each grade has an identical scheme of approach such as social studies, science, reading, language, spelling, writing, mathematics, practical arts, agriculture, industrial arts—art, music. The problems of living lead through the entire course of study. "Living in the Immediate Environment" is the study for Grades I and II; "Living in an Expanding Environment," Grades III and IV; "Living in the State and Nation," Grades V and VI; "Living in the World," Grades VII and VIII. While social studies is the basis for integration, time is set aside for development of the basic tool subjects of reading, writing, and arithmetic. The outline permits each teacher in the county to see the grand course of study for the county and to vision her place and contribution to the entire education program. Copies were made available for every teacher in the county system by County Superintendent Leo B. Hart. Negotiations are now going on with publishers to make the volume available to the general school public.

SUNNYVALE, Santa Clara County, California, situated just north of San Jose in the famous Santa Clara Valley of deciduous fruits and flowers, and under Superintendent Stanley Ellis, has been under stress and strain these past years because of population growth. Just completed is some $20,175 worth of temporary rooms to take care of pupil increase. Five classrooms and two kindergarten units have been added. For the future an ambitious building program has been programmed. Already an 18½-acre site has been purchased. Funds through a building tax are accumulating so that in two or three years a fine 50-room building with auditorium, gymnasium, and other special room adjuncts is contemplated in the neighborhood of more than $250,000. The inclusion of a Child Care Center in the new plant is also under consideration.

TURLOCK CITY SCHOOLS under District Superintendent Robert Lee now enroll more than 1395 pupils, 135 more than at the opening of school last year.

WALTER G. MARTIN, Superintendent of the Fresno County Schools, has added several new persons to his staff this year. Among them is Miss Ethel Tobin, who has been appointed supervisor of health for the county schools. Miss Tobin comes to Fresno from the Beverly Hills High School. Ben Watkins, former principal of the Orosi Grammar School and California State President of the Elementary Principals' Association, has been appointed to a general supervisorship in the county. Helen Johnson has been made supervisor of vocal music. She comes to Fresno County from Kings County, where she was supervisor of music. Two new visiting teachers, speech specialists, have been added to the staff, Miss Mary Thomas and Miss Grace Hayden. Both were former teachers in Fresno County schools. In the office force Henry Bishop, formerly a general supervisor in the county has been made assistant superintendent of county schools. This is a new position created this past summer by the county board of supervisors. The position is supported both by supervisory and county funds. Mr. Bishop will relieve Superintendent Martin of many of the details of his office.

CALWA, California, is an industrial area five miles south of Fresno. It is within the Fresno High School District, but the elementary schools are separate under District Superintendent Clinton C. Carter. Within the past three years the school population has doubled and the system now has an enrollment of over 600 children. With new industries being established during these recent years the property valuation has risen to over $10,000,000. Out of the regular building tax levy, over $100,000 has just been spent for a new addition to the Calwa elementary school. This new unit includes five modern classrooms, an extraordinarily well thought out kindergarten unit, offices, a janitor supply room, and a large basement for a steam plant, to be installed when available. W. D. Coates of Fresno was the architect. The system employs seventeen teachers and is an unincorporated school district with a population of more than 4,000 persons.

OCEANSIDE, California, is located on the southern end of the Santa Margarita Ranch, the 30-mile long Camp Pendleton Marine Base. During the past year and a half a million and a half persons have passed through its gates. There has been great population and school growth. Jack R. Tenney, District Superintendent of Schools, and the board of trustees had secured an outright Lanham Act Grant of $135,000 for a new school plant in South Oceanside. The building, to include twelve classrooms and an administration unit, was vitally needed. Came the end of the war and the notification of the cancellation of the grant. The trustees are working on a reconsideration of the proposal of cancellation at the present time. If the money is not forthcoming, an election on a bond issue must be held, for Oceanside continues to grow in spite of the war's end.

SHERMAN H. FREEMAN, District Superintendent of the Vista Unified School District at Vista, California, has a district which is in the midst of the largest avocado-growing section in Southern California. These war years have brought great prosperity to the area, and many new plantings are under way. As a result, the school population is up. Last October it was 800, this October 886. One new teacher has just been added to both the high school and the elementary school. Mrs. Hazel Erickson, for many years principal of the Hoffman School in Calexico, California, has been appointed in charge of the elementary schools as director of elementary education. Mrs. Erickson succeeds Miss Marie Dickson, who retired this past summer after being one of the outstanding leaders of education in San Diego County for many years.

ROBERT C. TITUS, District Superintendent of the Coronado Unified School District, has had no shortage of teaching aid the past year owing to the fact that wives of army and navy personnel waiting in the area for their men to return have been willing to take teaching positions. It has led to a large turn-over though. Over fifty per cent of the Coronado teaching force is new this year. As a result Superintendent Titus has been able to make more rapid changes in educational practice than would naturally have been the case.

Western School News

Edited by MORRIS WAGNER

SACRAMENTO CONFERENCES

California's capital city was host during the first week of October to approximately 800 people whose major interest was the education of the state's children. Groups meeting included California city, county, and district superintendents, school trustees, state college presidents, California Congress of Parents and Teachers, public school business officials, and California bookmen.

Attendance at the convention of the California School Trustees Association

Mrs. I. E. Porter

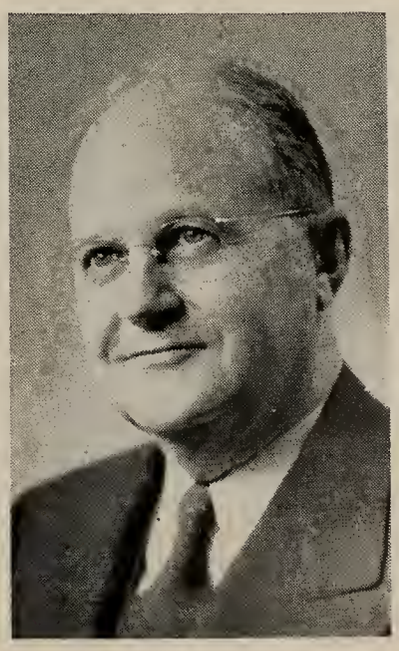
which met the first three days of the week was unusually large. Mrs. I. E. Porter, Executive Secretary, and general chairman of the Convention program, had prepared one of the best programs the Trustees Association ever enjoyed. Comments heard about the lobby of the Hotel Senator, headquarters for the various meetings, indicated members' appreciation and understanding of Mrs. Porter's executive ability which has been the basic factor in the Association's vigorous growth and which has guided trustees always along professional lines toward increased understanding of both educators' and taxpayers' problems.

A particularly fine innovation introduced last year and programmed again this year was a joint session of approximately 150 members of the Trustees Association and 352 California public school superintendents.

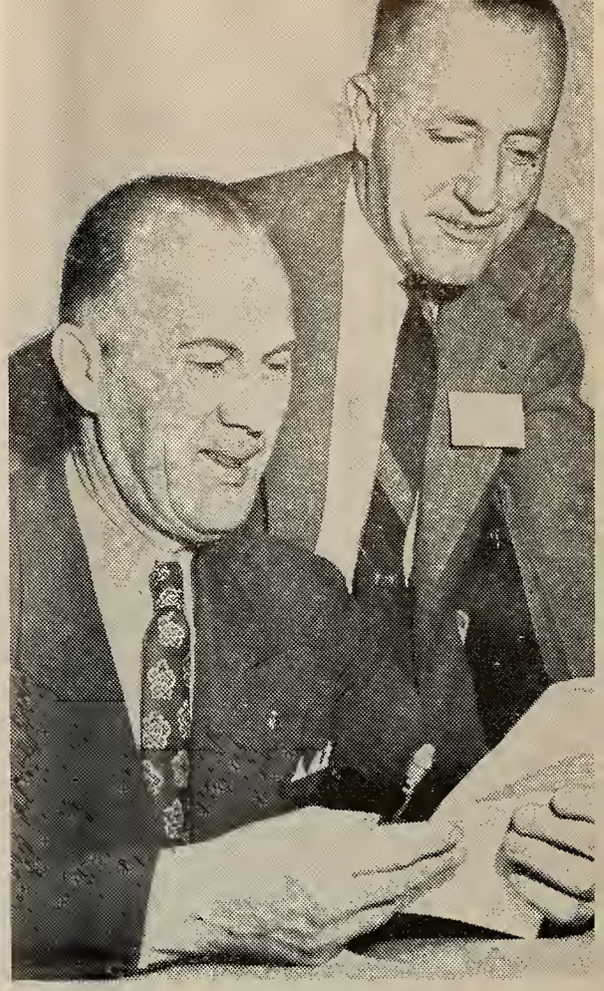
Superintendents and trustees had the opportunity to hold panel discussions on such timely subjects as Negro relationships in the public schools. Mrs. Mildred Hale of the State Board of Education and the San Diego City Board of Education was one of the trustees, and Mrs. Ardella Tibby, of the Compton schools, one of the superintendents on this panel. Some of the other topics under discussion show the wide range of interest in this program: "Do school boards have a responsibility to stimulate interest in teaching as a profession?; relationships between the school board member and the administrator; the junior college as a community investment; the question of released time for religious instruction.

Another interesting program held the first day of the convention was with Dr. Louise Hector, president of the Trustees Association, presiding as chairman and R. E. Bosshard of Alameda as co-chairman. This program, under the title of "Californians' Town Meeting" was broadcast, Dr. Virgil E. Dickson of Berkeley acting as moderator. The subjects under discussion were compulsory military training, rehabilitation education, and the maintenance of local schools. Among the participants were General Victor R. Hansen, Adjutant of the State of California, Lt. Colonel Irving Melbo, U. S. Navy, now at the University of Southern California, and Dr. Rudolph R. Lindquist, City Superintendent of Santa Barbara schools.

Dr. Willis A. Sutton, Atlanta, Georgia, formerly president of the National Education Association, was the out-of-state speaker for both the California trustees' and the superintendents' meeting. At the annual joint dinner meeting the late Dr. Walter F. Dexter, Superintendent of Public Instruction, addressed the meeting in one of the best speeches of his long career as an outstanding spokesman for education.



J. R. Overturf
Vice-President of California Public School Superintendents



C. C. Trillingham, newly elected president of California Public School Superintendents, and Homer Cornick, reelected Secretary of the Association

On October 4 the Association of California Public School Superintendents held its general session with J. R. Overturf, City Superintendent of Schools, Sacramento, and president of the Association, acting as chairman. The Honorable Earl Warren, Governor of California, made the chief address of the session, discussing future use and control of such scientific discoveries as atomic power, rocket propulsion, and radar. "These three discoveries mean the power of destruction to the savage," he declared. "To the educated they mean a better life." The Governor asserted that education holds the key to the "solution of the economic problems of the world."

At this general session a particularly interesting talk was given by Miss Helen Heffernan, Chief, Division of Elementary Education, on "The Program of Care for Spastic Children." A digest of

Miss Heffernan's talk is given elsewhere in this issue.

One of the interesting resolutions passed by the trustees' association recommends to the State Department of Education and the State Board of Education that provision be made for proper courses of study to be given in the State Colleges and such other educational institutions as may be found advisable for the training of police officers, probation officers, and all other persons who may be connected with institutions or programs dealing with juvenile delinquency.

Among the college presidents seen in the lobby of the Hotel Senator for the meeting the first of the week were Dr. Arthur S. Gist of the Humboldt State Teachers College, Dr. Frank Thomas of Fresno State College, and Dr. Paul Leonard, newly appointed president of San Francisco State College. Two of the foremost school business officials present were L. W. Cunningham, president of the Association of California Public School Business Officials, who is the contract and documents agent of the Los Angeles city schools, and Charles L. Suffield, formerly with the San Bernardino schools, who took office as business manager of the San Jose city schools in August.

Officers elected by the Association of California Public School Superintendents for the coming year are president C. C. Trillingham, Superintendent of Los Angeles County Schools; secretary (reelected), Homer Cornick, Superintendent of Santa Cruz City Schools; vice president, J. R. Overturf, Superintendent of Sacramento City Schools.

Twenty-one members of the California Bookmen's Association met for their annual dinner meeting at the Hotel Senator, with Edgar M. Wilson of D. C. Heath and Company presiding. Committee reports of the Association's activities during the past year were received and considered. House Resolution 3235, to increase postage rates on books, and recent California legislation affecting textbooks and education, were discussed.

A record membership of 67 was reported for the year 1944-45, with the 1945-46 membership already surpassing this figure. Officers elected for 1945-46 are A. Harold Goddard, Scott, Foresman and Company, President; A. Merle Matter, John C. Winston Company, Vice-President; Elbert F. Burrill, Ginn and Company, Vice-President; Miles Cutler, Houghton Mifflin Company, Secretary-Treasurer (Mr. Cutler has since resigned and R. C. Hamilton of Allyn & Bacon has been appointed); P. E. Curry, Southwestern Publishing Company, N. R. Feasley, Henry Holt and Company, J. E. Leslie, Macmillan Company, E. C. Dudley, Lyons and Carnahan Company, Ned W. Hill, Row, Peterson and Company, and Clark Rader, Webster Publishing Company—all members of the Executive Committee.

J. R. Overturf, Superintendent of Schools, Sacramento, was this fall offered another contract by the Sacramento Board of Education with a salary increase over the past four years of approximately $1000 a year, raising the next contract to $10,000. Mr. Overturf was also elected vice president of the Association of California Public School Superintendents, having completed a year as president of the Association. Mr. Overturf's present term of office as Sacramento's superintendent began in January, 1942, when he returned to the Sacramento system after six years as superintendent of Palo Alto schools. Prior to that he had served the Sacramento schools for twelve years as a deputy superintendent whose chief responsibility in addition to the general duties of a deputy was directing curriculum work.

Juvenile Delinquency, one of our most pressing current problems, has been a headache for some 6000 years at least, judging from an item quoted in the *Teachers' Digest* expressing the concern of an Egyptian priest in the year 4000 B. C. who wrote, "Our earth is degenerate in these latter days. There are signs that the world is coming to an end. Children no longer obey their parents. Everybody wants to write a book. The end of the world is near." Far removed in time and place comes another interesting item on the subject—Bristol, England, in the year 1945, is developing "clubby cops" to handle the situation. Policemen are being trained to become boys' club leaders and physical culture instructors.

And not the least interesting part of the news items to this publishing company is that the portents are dire when "everybody wants to write a book!"

BOOKMEN—TO HAVE OR HAVE NOT

"Why bookmen at all?" was the question asked some twenty years ago by a young ambitious salesman bent on one day becoming a publisher himself and therefore interested in eliminating the heavy expenditure of keeping salesmen on the road. The same expenditure, he figured, would provide a tremendous number of samples that could cover a much vaster territory than the salesmen themselves. Teachers, he sincerely believed, could be relied upon to have enough professional enthusiasm to examine and "buy" new and interesting texts rather than to have to "be sold."

The young man got his answer from Gaylord Chilcote, then head of D. C. Heath and Company, and it was an answer that has not yet been surpassed and could still be heard to advantage in the few California systems which even today do not permit bookmen to show and discuss new books with teachers.

Out of his seasoned publishing experience Mr. Chilcote brought forth a story of what had happened some forty years before when major publishing companies had got together and decided actually to try the experiment of eliminating salesmen and depending upon sample books and printed promotion. The final effect of the experiment, he summed up, was that teachers became somewhat like the chorus girl who was given a book for her birthday and said, "Why, I've *got* a book!"

The time-consuming routine of everyday classroom work left teachers with such an inertia that examination of new books was lost in the shuffle. It was easy for them to slip into the rote of page-by-page assignments, of complete dependence upon one text, the one book becoming a habit even if new and much more up-to-date tools were available. As a result, a graph line of textbook sales would have shown a sharp decline. With scant sales and no changes in basic texts, publication of new books diminished appallingly. Excellent new manuscripts offering new approaches to subject matter went begging. New designs in textbook format found no market. A general inertia settled over the trade.

Publishers of textbooks, themselves educators, had to take matters in hand again. The necessity of "displaying one's wares" had been demonstrated fully to them. Once again personable well-edu-

cated young men, imbued with the same enthusiastic interest in the teaching profession as educators themselves, took to the road "with a new book." Again they talked books, discussed education in general, exchanged valuable ideas for future texts, and gradually the textbook publishing business returned to its true function of disseminating the latest and best in the educational field, of providing an outlet for expression from the teaching profession, and a clearing house for the interchange of valuable methods and ideas.

Thad Stevens, co-author of *Introduction to Global Geography*, recently published by the Harr Wagner Publishing Company, is conducting a series of six meetings on Air-Age Geography. Subjects of the meetings are Map Projections and Their Uses, New Ideas of Distance, Direction and Time, The Surface Pattern of the Earth, The Importance of Climate on the Daily Affairs of Man, Maps and the Study of Transportation, Communication and World Trade, Enriching the Teaching of Geography through Literature, Dramatics, Biography, and Audio-Visual Aids. The themes of these meetings have been selected because of the frequency with which teachers have mentioned the need for broadening their understanding of these aspects of geography. Both elementary and secondary teachers are invited to attend the sessions which will be adapted to classroom needs of those in attendance. No fee is charged for the series.

Circulating Art Exhibitions, each containing from twelve to fifteen selected color prints, are now available to clubs, study groups, churches, schools, libraries, and hospitals, through the Correspondence Department of University of California Extension. Now ready for circulation are "Early Renaissance Painting," "The Dutch Masters," and "Topics of 19th Century Painting."

Prepared by Robert Neuhaus, art historian and former Educational Director of the California Palace of the Legion of Honor, the exhibitions are of interest to juvenile and adult groups alike. Museums and other art institutions use the pictures for study purposes and for supplementing their own collections. Application for rental of one or more of the exhibitions may be made to the Department of Correspondence Instruction, 2441 Bancroft Way, Berkeley 4.

Lester D. Henderson, Superintendent of Schools in Burlingame, died suddenly this fall following a heart attack. Mr. Henderson had been head of the Burlingame schools since 1930 when he accepted the position after many years of service as the first Commissioner of Education for Alaska. After serving as Superintendent of the Juneau schools he had been appointed Commissioner in 1917 and organized the school system for the entire territory. Mr. Henderson received his doctor's degree from Stanford University, writing his dissertation on "The Development of Education in Alaska from 1867 to 1931." He did graduate work at the University of California and at Columbia University as well as at Stanford and wrote and lectured extensively on the history, geography, and social conditions of Alaska.

In Burlingame, one of the outstanding achievements under Dr. Henderson's direction was the development of an excellent central library to circulate texts and library books among the six large schools of the system. Dr. Henderson was one of the first superintendents to recognize the importance of religious education and to develop a program of week-day religious instruction in line with the awareness of this type of education which the war years brought.

The Bellflower School District, under District Superintendent, Harry A. Lintz, and located in a rapidly growing section of Los Angeles County, has announced the receipt of thirty thousand dollars in Federal funds to assist in preliminary work for the construction of added school facilities. The present allocation will be used for district headquarters, with an auditorium, a new class room unit, and a new primary school considered for immediate erection.

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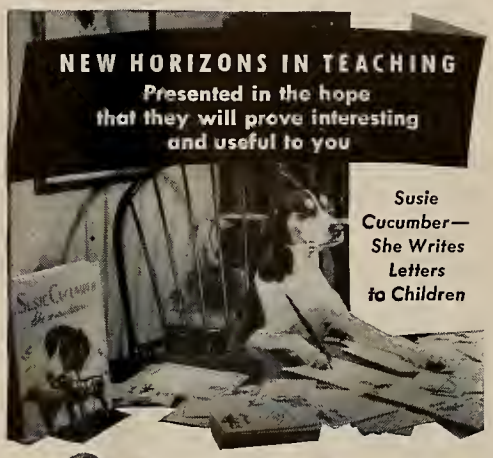
Mrs. I. E. Porter, Executive Secretary of the California School Trustees Association and President of the National Council of State Schoolboards Associations, has accepted an invitation to attend and take part in the Annual Convention of the Illinois Schoolboards Association, to be held November 10-14, at Springfield, Illinois. Mrs. Porter will leave Bakersfield November 7 and plans to visit headquarters of several schoolboard organizations before her return to California.



For Nursery and Primary Teachers interested in promoting children's self-expression

Since educators recognize letter writing as a natural device for self-expression perhaps this little dog, Susie Cucumber, might suggest a new Self-expression Project.

Susie writes weekly letters on 3 to 8 year olds' vocabulary-interest-experience level; often encloses surprises (seeds to plant, art picture, etc.) and sends her book, "Susie Cucumber—She Writes Letters" . . . All of which might prove spur to class to correspond with her as well as "to tell things in own words" and create designs for own writing paper as Susie does.

Parents' Magazine specially commends both Susie's Book and Letters.

Ask your librarian or bookstore, if interested. *For further information just write to Susie Cucumber, herself, at her home address —Fort Hunt Road, Alexandria, Virginia.*

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CALIFORNIA'S PROGRAM FOR CHILDREN WITH CEREBRAL PALSY

By Helen Heffernan
Chief, Division of Elementary Education, California State Department of Education.

In the annals of humanitarian legislation, the 1945 session of the California State Legislature has won a place of unusual significance through the enactment of legislation and the appropriation of funds to implement a comprehensive program for the diagnosis, treatment, and education of children afflicted with cerebral palsy.

Because the cerebral palsied are the most neglected of our crippled children and are, therefore, less well known, the question may be asked: what is cerebral palsy? According to medical experts, cerebral palsy is caused by injury to certain parts of the brain that govern muscular control. Cerebral palsy may result from several causes—a hemorrhage in the brain due to injury before, during, or after birth; a congenital malformation of the brain; encephalitis or other disease, or injury to the brain at any time during life. A number of types of muscular involvement are classified as cerebral palsy. Most commonly observed are (1) *spasticity*, a condition of tense contracted muscles, (2) *athetosis*, a condition involving constant involuntary motion, and (3) *ataxia*, involving lack of balance and co-ordination. The manifestation of cerebral palsy is the exact opposite of infantile paralysis. In cerebral palsy muscular tension is increased while in infantile paralysis muscles are weakened and flaccid.

The cerebral-palsied child has been neglected in the past because of a widespread belief that feeble-mindedness was an accompaniment of the condition. Intelligence is not necessarily impaired in cerebral palsy. These children have great difficulty in expressing themselves and because most tests of intelligence have been dependent upon verbal response, there has been a tendency to underestimate their inherent mental capacity.

J. Thomas McIntire, psychologist for the New Jersey Crippled Children's Commission, has estimated on the basis of extensive research that the distribution of cerebral-palsied children in the categories of intelligence is approximately as follows: superior, 5 per cent; high average, 10 per cent; average, 30 per cent; low average, 11 per cent; dull normal, 13 per cent; borderline, 5 per cent; feeble-minded, 26 per cent. McIntire estimates that about 70 per cent of cerebral-palsied children are teachable.

How many children are afflicted with cerebral palsy? Repeated surveys in various parts of the United States reveal that there is an annual increment of seven cerebral-palsied children for every 100,000 of the population. Of the seven, one dies before reaching the age of six, thus leaving approximately six cerebral-palsied children under the age of 16 for each 100,000 of the general population. Based on a study of the California state register of crippled children, the survey conducted through the schools of California in 1944, and statistics from state institutions and hospitals, it has been reliably estimated that California has approximately 7,000 cerebral-palsied children and youth under the age of 21 years. Cerebral palsy is a major cause of disability among children being only a little behind infantile paralysis as a cause of crippling.

The California State Legislature has enacted a comprehensive program involving various departments of State government in its administration. The State Department of Public Health will extend its field clinic service through which cerebral-palsied children may be referred to State cerebral palsy centers. It will also follow up on children returned to local school districts and provide for physical therapy and consultation service so far as the funds available in the appropriation permit.

Oliver Brown, Superintendent of the Gilroy schools and principal of the Gilroy Union High School, has been at the head of this system for the last five years. He came to Gilroy from Newman in Stanislaus County where he had previously served for 17 years as teacher and principal of the Newman High School, officially the Orestimba Union High School District, so named for a tribe of Indians that at one time lived in the locality. Gilroy enjoys a healthy growing situation of gradually increased enrollment. About 200 Japanese students moved out at the time of the evacuation, and farm labor from the middle west, Texas, and New Mexico came in. There are approximately 1250 children in the system.

The School Library Association of California, Northern Section, is happy to announce the resumption of luncheon meetings to be held on November 3, February 16, and May 11. All will be held at the College Women's Club, Bancroft Way and College Avenue in Berkeley, where luncheon will be served at 12:30.

The speaker on the November 3 program will be Mrs. H. C. Mei, a graduate of Wellesley who has lived in China until the recent war years. Her subject will be "Women in China," and a question period will follow her talk. All librarians, teachers, and administrators will be welcome.

Programs for the other meetings will be announced later. Officers for the current year are: President, Miss Dorothy McGee, Sacramento; vice-president, Mrs. Effie Johnson, Fresno; secretary, Miss Gertrude Miller, Stockton; treasurer, Miss Mary Lins, San Francisco; and director, Miss Bess Landfear, San Francisco.

Frances Murphy, formerly in charge of textbooks of the Sacramento County Library, is now County Librarian of the newly established Sonoma County Free Library. Up to the present time the County Library facilities have not provided a school library department. The County Superintendent of School's Rural Book Exchange will continue until the County Library can take over. Miss Murphy's office is in Room 113 of the County Court House.

The School Service Department of United Air Lines has some new materials to help teachers enrich their regular program by including elements of aviation. "Our New Age of Flight," "Airplanes Now and After the War," "Seeing the Airport," are some of the items available in classroom sets. Requests should be sent to the School Service Department, United Air Lines, 400 Post Street, San Francisco 2.

Mrs. Mildred Hale of the State Board of Education has been appointed to the Chairmanship of the Publications Committee of the National Congress of Parents and Teachers. Mrs. Hale is very active in the Congress of Parents and Teachers and is a former president of the California division of this association. Mrs. Hale is a member of the San Diego City Board of Education on which she has served for several years.

J. PAUL LEONARD HEADS SAN FRANCISCO STATE COLLEGE

J. Paul Leonard, who had been Professor of Education at Stanford University since 1937, this summer received the appointment from the State Board of Education as President of San Francisco State College, succeeding Dr. Alexander Roberts. Dr. Leonard brings to the position a wealth of university and administrative experience. At Stanford he was responsible for training graduate students and administrators for administrative positions. Before coming to Stanford he had been Professor of Education at the College of William and Mary, Williamsburg, Virginia, for seven years, and had taught summer sessions at Duke University, the University of Mississippi, and the University of Texas. He was educational consultant for several years to the states of Florida, North Carolina, Mississippi, Virginia, Texas, and to the cities of Los Angeles, Santa Barbara, and to the counties of San Diego, Modoc, Alameda, and Santa Barbara in California. He was a member of the survey staff of Lowell, Massachusetts, and director of a survey just completed of Hayward, California. He had also been director of workshops at Stanford for several years.

From 1942-1944 Dr. Leonard was on leave of absence from Stanford University

J. Paul Leonard

for two years to work for the United States Government in Washington as Director of Consumer Division of the Office of Price Administration in charge of public relations for organized groups of educational work for schools and colleges and consumer advisor to the Administrator. This was an administrative responsibility with supervisory responsibility for approximately 75 people.

Dr. Leonard has written extensively in national educational journals in administration and curriculum and in yearbooks. He served on committees to prepare yearbooks for the National Society for the Study of Education, the John Dewey Society, the Society for Curriculum Study and others. His published books include: *Making Sense, Thinking in English, Considering the Meaning,* and *Language for Use,* written with Rachel Salisbury; *Evaluation in Modern Education,* written with Alvin C. Eurich, and *Fundamentals in Secondary Education,* written with Helen Foss Weeks. He is sole author of *The Use of Practice Exercises in Teaching Composition, Planning for American Youth,* and *Development of the Secondary School Curriculum.*

Interested in community work for children and youth, Dr. Leonard is chairman of the Boys Work Committee of the Rotary Club and organizer of the Palo Alto Community Youth Council.

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Library News

Edited by MABEL R. GILLIS, State Librarian

SUMMER READING CLUBS AT ORANGE COUNTY LIBRARY BRANCHES

By Mrs. Margaret A. Morrison
Orange County Librarian

This year, instead of one summer reading plan for our branch libraries, we allowed each branch librarian having a summer reading program to decide on the type best suited to her community. Not all of our branches have summer reading clubs—in some, as in the case of those branches on the coast, there is too much competition from the ocean.

Mrs. Lea Randolph, librarian of our Los Alamitos branch, originated a music appreciation club. Every Thursday morning at eleven o'clock the library was open for children belonging to this club. Ages of members ranged from six to fourteen. Mrs. Randolph furnished a phonograph and records. Books on composers, musicians, stories of the operas, etc. were on display and used by the children. Most of the children in this community are not used to having the opportunity of hearing fine music and with the beginning of the club were entirely unfamiliar with it. But now they know the story of Narcissus who was so very vain that he kept admiring himself in the lily pond, and whom, because of his vanity, the gods turned into a flower that lived in the pond ever after. They know about Tannhauser who was repentant, went on a pilgrimage and sang the "Song to the Evening Star," the song of hope and goodness and a better life. "H. M. S. Pinafore" is no longer just an odd name to the youngsters. At once they recognize the lively, "We Sail the Ocean Blue," and "I'm Called Little Buttercup." They visualize the sailors on the quay beside their proud ship, and Buttercup, the flower vender, is crying her wares to them. "Peer Gynt" is another favorite story. They follow Peer Gynt on his walk up the mountain, Anitra's dance, the mountain cave and the trolls, the death of Olsa. One of the group tells the story of each opera before it is played, then the story is followed again in the music.

The children recognized lullaby music as being soft and restful, waltz music as 1-2-3, and marches as 1-2-3-4. When records such as the "Skaters' Waltz" and "Stars and Stripes Forever" were played those who wished might dance or march to the music. This usually happened twice during the hour and gave the children a chance to express some of their enthusiasm. Mary Lou, a tiny girl with a big doll, danced at every opportunity and the others enjoyed watching her.

A discussion was held about the early American composer Stephen Foster and the more recent composer Richard Rodgers. "Massa's in the Cold Cold Ground" and "Jeannie With the Light Brown Hair" were favorite Stephen Foster melodies. Favorite Rodgers' tunes were "Oklahoma" and "The Surrey With the Fringe on Top." During this last record the children kept time with the trotting horses.

Spanish music was another favorite. After the playing of "La Golondrina" Rudy, a little Spanish boy, said that he knew something interesting about swallows. When asked to explain, he said that Spanish people believe that when babies do not learn to talk it will help very much to catch some swallows, make soup of them, and feed this soup to the babies.

About thirty children were enrolled in the music appreciation club but only those with records of perfect attendance were awarded lyre pins and allowed to be in the newspaper picture which appeared in the *Long Beach Press Telegram*. Nineteen of those enrolled achieved the awards. Although Mrs. Randolph has never taught music she has shown what can be accomplished by one who is a true lover of good music. The children are looking forward to joining the club again next summer.

In addition to the music appreciation club, Los Alamitos also had the Dial-a-Book Club. This idea was originated by Mrs. Randolph several years ago and has continued in popularity at Los Alamitos as well as in other branches. For this club Mrs. Randolph made a colorful dial on a large cardboard. This dial shows the Dewey classification numbers as well as the X symbol for juvenile fiction. In the center of the dial is an arrow for spinning. The child spins the arrow, then chooses a book in the classification at which the arrow stops. The plan has proved successful in encouraging the reading of non-fiction. Forty children were awarded certificates for completing this club. The plan was also used in our Ocean View Branch. At Olive, Mrs. Alice Maxwell decided upon a variation of the Dial-a-Book which she calls The Spinning Wheel. The bottom of a gold-colored octagon-shaped candy box about ten inches in diameter and an inch high form the base of the spinning wheel. The spinning wheel proper is an old unused recording record about six and one-half inches in diameter. It is cream colored with red lines in the center. In this red center are three round holes forming a triangle. A common pin is stuck into the record to point to the numbers that are written on a line near the edge of the octagon sides of the box. These numbers match the ones that are written on sheets of paper with the names of books suitable to different grades, opposite the numbers. The child places a pencil in one of the triangle holes and spins the wheel. When the wheel stops and the pin points to a number, he looks for the number on the paper and reads the name of the book, then finds the book on the table in the group suitable to his grade. Seventeen children completed the reading of eight books each and were awarded elephant book ends. The authors and titles of the books read by a child are lettered on these books. Thus, the child has a permanent record of the books read during the summer. These certificates were obtained from the Jim Read Printing Company of Seattle.

At Costa Mesa Branch Library Miss Sarah Conant asked each child to read ten books and make brief written reports telling what he liked about the story. Mimeographed forms were used. Gaylord's Vacation Reading Club diplomas were awarded to those reading and reporting on ten books. The children also made colorful scrap books, choosing pictures they cut from discarded magazines.

Mrs. Ruth Wentz of Garden Grove decided to use the Thermometer reading plan which was described in the *Wilson Library Bulletin*. Each child who joined was given a paper thermometer. Every time a book was read the mercury jumped ten degrees and when the top was reached (ten books) a diploma was awarded.

Mrs. Hazel Gowdy of our Tustin Branch also adopted an idea from the *Wilson Bulletin*. It is workable in a small library as it operates without taking too much time from other duties at the desk, and Tustin is one of our busiest branches.

Mrs. Gowdy presented the idea of the club to each grade at a story hour before school closed. It was called the Robinhood Reading Club. When a member of the club had read one book he was presented with an arrow with his name printed on it. This arrow was pinned to the outer circle of the large poster target which had nine rings and a bull's eye. After he reached the bull's eye a club member could have his record card. This record card was made out for each member giving his name, age, grade and list of books read.

The book record served two purposes: there was no question as to how far the reader had gone towards the bull's eye, and the child was more careful in his selection of books so that he could take pride in his list. As time permitted, comments on good lists were made. Membership was open to children from the first through the fifth grades. Some of the mothers expressed approval for it is not always easy to interest the youngest children in summer reading. The club target-and-arrow pin was awarded when the fifth book had been read. The pins were designed and made by Mrs. Gowdy from milk bottle tops, safety pins, and plastic wood. Those members who "hit the bull's eye" were awarded certificates, also designed by Mrs. Gowdy.

NOTES ON CHILDREN'S SUMMER READING THROUGHOUT THE STATE

By Grace Murray

Editorial Librarian, State Library

Story hours, reading or hobby clubs, and occasionally the promotion of youth centers are now a regular part of the summer program in most California public libraries each year. During the war period the themes of these programs have pretty largely reflected public interest in such matters as military ranks, war stamp and bond saving, rationing, ships and airplanes, maps, and travel to distant places. But whatever its name and paraphernalia, the essential purposes of each such project are to stimulate reading of good books on a child's own grade level, to develop broader reading interests by encouraging reading in varied subject fields, and to help prevent juvenile delinquency in the community by providing a meeting place and constructive program of leisure-time activities for children and young people.

Both the weekly story hours and reading clubs encourage regular visits to the library, as well as a friendly, informal relationship between staff members and the children who go into the library. Parties at the end of the program series, with some sort of honor awards, badges or certificates, pictures and lists of club members in the local newspaper, special displays and reading lists, and honor rolls in the library itself—all are features of the summer projects.

"Learn About Your Neighbors Through Books" was the theme of Alameda Free Library's summer reading program. A bulletin board was arranged like book shelves for the several elementary schools in the city, with each book bearing the name of a child. Older readers, from grades four .to eight, were given colored folders with space for filling in ten books read and ten flags. Five of these books were to be about countries other than the United States and five about any subject the child selected. As each book was read the flag of that country was colored with crayons, and when the folder was completed the child's name was put on the bulletin board as noted above, under his school. Younger children colored an American flag one stripe at a time as they read their books. Prizes went to the library of the school whose students made the best record.

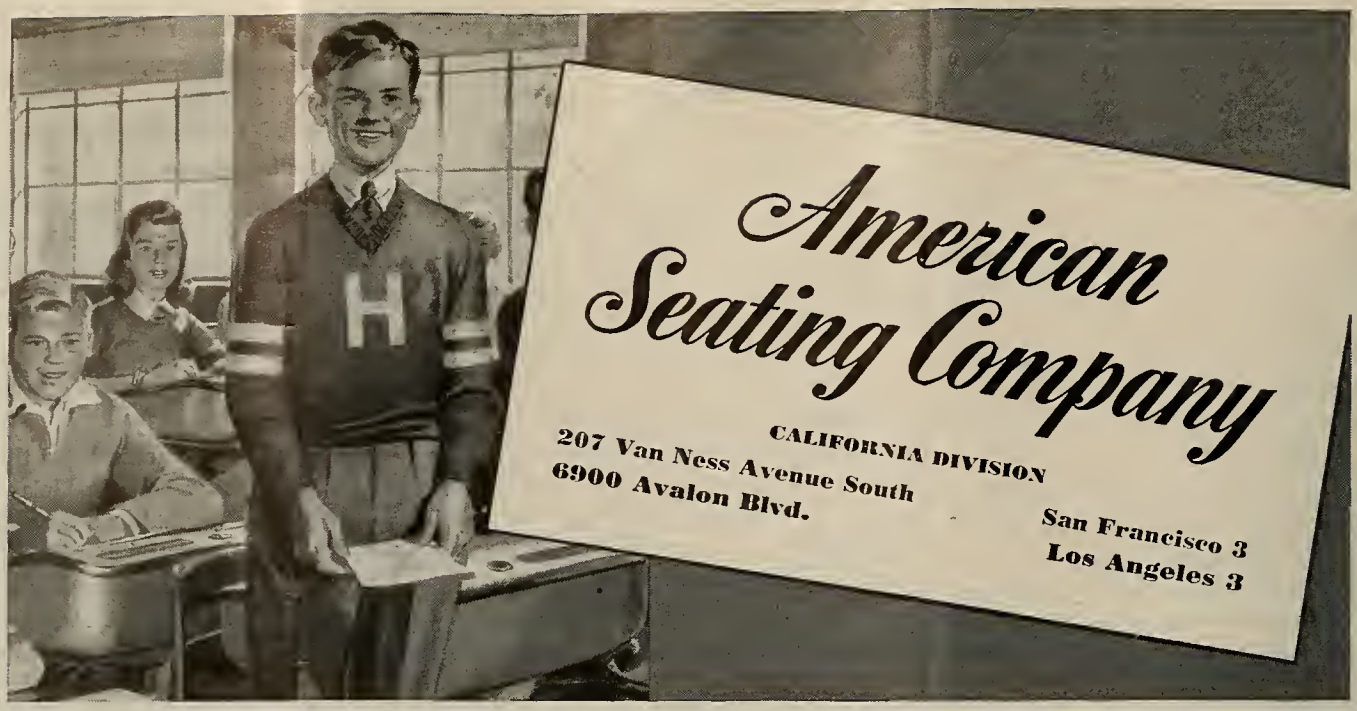
In San Leandro the vacation reading club provided "passports" for all enrollees, and an officer from the local police fingerprinted each child's passport. Points were granted for different types of reading and books were given as prizes at the close of the period. Travel was featured also by the Dixon District Library, where the bulletin board was covered by a crepe-paper ocean centered by little green mounds representing the islands of Japan. As each child read and reported on five books he was given a small ship, which was advanced a certain distance to Japan each time he reported on another book. Those who reached the goal received book plates or book markers as prizes and all learned to recognize the different kinds of ships used in the contest.

Brawley Public Library must have had a similar plan in mind with its "Reading Invasion Navy." McHenry Public Library held its third annual "Reading for Fun Boat Race"; and Goodman Library, Napa, had its annual "Book Army," where children advanced to a higher official rank after reading and reporting on four books. Winner in the latter contest was a 26-star general, who read and reported on 156 books in the two months! Branches of Tulare County Library had 750 boys and girls participating in a "Join the Paratrooper Corps" program of summer reading. Reading of five books made the member a paratrooper. It took ten books for "successful landing on enemy territory," fifteen for a "service stripe" and thirty for the ultimate "meritorious service" award.

A Recreation Hour replaced the regular Saturday story hour in Upland Public Library. The children's librarian provided crayons for drawing, special picture books, story telling or whatever the children preferred. Glendora Public Library had a story hour and games each Wednesday afternoon as part of the city's Summer Recreation Program, and a Friendship Reading Club for grammar school pupils featuring books about the customs and children of other lands. The Public Library was one of seven Oakland community organizations which operated a girls' day camp center at a joint project this summer, for girls in the East Oakland area from ten to fourteen years of age.

Santa Monica Public Library recently opened a Young People's Room in the Ocean Park Branch, located in the basement of the library and with a separate entrance. It is strictly for the 'teen age, with a fine collection of books for boys and girls along one wall, and on the other side of the room tables for checkers, chess, jig-saw puzzles, etc. Also in the room is a trading post for stamp collectors, aquarium for the display of tropical fish, and a radio to provide the musical hits of the day and interesting educational programs. Next item to be added is a recording machine requested by the young patrons.

Immediately following the close of the public schools, staff members of the Beaumont District Library began making biweekly trips on the school routes, using a school bus to carry books to patrons who were restricted by their farm work or by gasoline shortage from making frequent visits to the library. The school board furnished the bus without charge, the library board furnished extra insurance and paid for the gasoline. Trips were made during the morning when the library itself was closed. This "at your door" book service to the rural area was popular with both children and adults.



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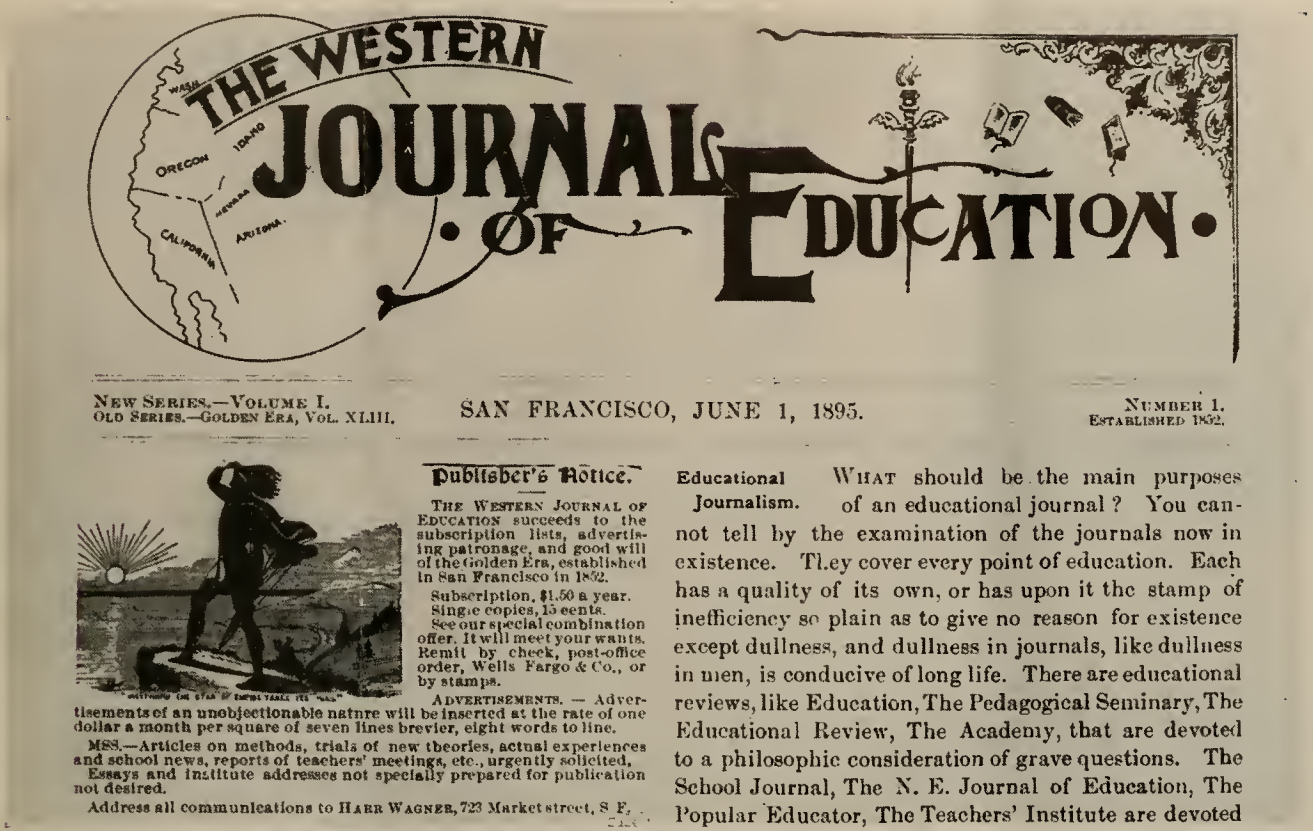

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NUMBER 1.
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THE WESTERN JOURNAL OF EDUCATION this year celebrates its 50th anniversary under its present title. The magazine itself, however, is 93 years of age, the oldest magazine in California in continuous publication, stemming from its founding in 1852 under the original title of THE GOLDEN ERA, which in 1895 was changed to the present name.

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The WESTERN JOURNAL *of* EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner W. M. Culp Mabel R. Gillis
Irmagarde Richards Hazel Ross

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Harr Wagner

Jottings of a Traveling Bookman

By W. M. CULP

PREDECESSOR OF WESTERN JOURNAL OF EDUCATION

The beginnings of *The Western Journal of Education* were in that flamboyant period in San Francisco in 1852 when two youths, one twenty-one years of age and the other nineteen, decided that the place was San Francisco, the period, the lush Gold Rush Days, the call, to give to men from diverse portions of the world, and of all degrees of learning or lack of it, a weekly newspaper devoted to Literature, Agriculture, the Mining Interest, Local and Foreign News, Commerce, Education, Morals, and Amusements. Quite a commitment! Especially in those pioneer days of scarcity of paper, type, printers, and difficulty of travel. But in spite of the handicaps *The Golden Era*, as the Western Journal's predecessor was named, continued under four different changes of ownership until 1895 when Harr Wagner changed its name to the present title. Mr. Wagner had purchased *The Golden Era* in 1881 when he was just out of Wittenburg College at the ripe old age of twenty-four. (He had graduated rather late because he had worked his way through college by teaching school from the time he was eighteen.) So 1945 is the ninety-third year of publication for the magazine—Old Series, *The Golden Era,* and fifty years of the New Series, *The Western Journal of Education*, the oldest magazine in the West in continuous publication.

The only complete file of *The Golden Era* and *The Western Journal of Education* is in the California State Library at Sacramento, California. In 1906 the newspaper and magazine files were destroyed in the San Francisco earthquake and fire. The California State Library gives this succinct summation of the publication: "The Golden Era. First issue, December 19, 1852, changed to a monthly, 1886, moved to San Diego, 1887, became an educational journal, 1895. Founders and editors: Rollin M. Daggett and J. Macdonough Foard. In 1860 sold to James Brooks and Joseph E. Lawrence. Gilbert B. Dinsmore became a partner later. In 1877 J. M. Bassett took possession. In 1881 Harr Wagner bought the paper. The editors were Harr Wagner, E. T. Bunyan, and Madge Morris Wagner: Character of paper: at first literary and dramatic, with sympathetic appeal to the miners, later became an educational journal. Prominent contributors: Francis Bret Harte, Mark Twain, Joseph T. Goodman, Joaquin Miller, Chas. Warren Stoddard, John R. Ridge, Alonzo Delano "Old Block," Thos. Starr King, Stephen Massett, Prentice Mulford, Richard Henry Savage, Adah Isaac Menken, Orpheus C. Kerr, Ina D. Coolbrith, and many others."

It is in *The Story of the Files* by Ella Sterling Mighels, published in 1893, that we first have a comprehensive review of the place of *The Golden Era* in the early literature of the West. She labels the years 1852-1882 the age of "The Golden Era School" from which came some of the greatest literary outpourings of any comparative modern age. She speaks of the files of *The Golden Era* as "a great pile

THE GOLDEN ERA.

A WEEKLY FAMILY NEWSPAPER.

Devoted to Literature, Agriculture, the Mining Interest, Local and Foreign News, Commerce, Education, Morals, and Amusements.

Vol. 1. San Francisco, Sunday Morning Dec. 19, 1852. No. 1.

The masthead of the first issue of THE GOLDEN ERA shows that as early as then "education" was one of the interests to which the magazine was devoted.

of rusty, musty tomes, breathing 'the velvet bloom of time,' in a dark little room in an old Montgomery Street building." She writes, "The old advertisements are of themselves a historical record of those legendary days when the waters of the bay came up to Montgomery Street, and the sketches, stories and poems breathe the flavor of the literature of the time." Of the two original founders, J. Macdonough Foard was 21 years of age and had arrived in San Francisco from around the Horn while Rollin M. Daggett was 19 years of age and had come to San Francisco across the plains. These two started *The Golden Era* out of thin air. It was a huge sheet of four pages, 18 by 28 inches, something like the country newspapers that still come out of rural England or Wales. The first four years were a struggle, with paper at $20.00 a ream and composition at $1.25 a 1000 ems. But the Weekly caught on with the miners. Subscriptions were $5.00 a year, and advertisements were paid for at any price asked. With a subscription list of 9,000 and an enormous advertising income the partners had luxurious offices with heavy carpets, satraps of the literary west, wielding an influence far greater than many newspapers with far larger circulation.

Mrs. Mighels continues that the principal characteristic of *The Golden Era* is its peculiar human sympathy. It always met its readers halfway, and in fact, was more of a chronicler of people than events; human nature, rather than the face of nature; thoughts and feelings, rather than lakes and mountains; making, indeed, the old files of *The Golden Era* a sort of book of fate in which may be read the beginnings of the careers of many of our California celebrities before they had dreamed of greatness or had it thrust upon them. There is, indeed, no publication so identified with California and her people as this self-same *Golden Era;* and that it has continued in existence for thirty-three years is perhaps owing solely to this human element, reflecting as a mirror the life around it, and making it welcome wherever it goes. Horace Greeley said of the paper, during his famous visit to California: "It is a remarkable paper! To think of its power and influence when the population is so sparse and the mail facilities so poor."

As a final round-up of the history of the early Golden Era School, we can quote the words of the old editor and founder, J. Macdonough Foard, written in the nineties: "Oh yes! *The Golden Era* was a great paper, and, if the same policy had been continued, it would be a great paper today. But I will tell you where we made the mistake, and that was when we let the women write for it. Yes, they killed it—they literally killed it, with their namby-pamby school-girl trash. But the first five or six years it was grand. There has never been anything like it. Starr King was a constant visitor and contributed anonymously. John R. Ridge, a half Cherokee and the handsomest man I ever saw, was quite a poet, and wrote for us under the name of 'Yellow Bird.' E. G. Paide, whose 'Patent Sermons,' published under the name of 'Don Jr.,' were copied from one end of the Union to the other, was a compositor and contributor. Contributors also were Joseph T. Goodman and Bret Harte. Bret Harte was not much of a compositor, and occasionally he gave me a little sketch or poem to help out, which I put in unknown to the rest of the management. After a time he did so well that we took him on the staff. He then went to the *Overland*, where he became famous in a single day as it were." Foard boasts that *The Golden Era* was known better and farther away than any paper that was ever published in California.

The Later Golden Era School

Of the later Golden Era School, 1882-1893, with Harr Wagner, E. T. Bunyan, and Madge Morris Wagner as editors, Mrs. Mighels still opines, "But the fact is that it has always been the same, first, and last. In the bound numbers before me, treasured as many better things are not treasured, I see the same crude, crisp volume, with its oddities and terse images, that it used to be. Here are the beginnings of many writers who since have achieved name and reputation. Here are excellent articles written in a spirit of prophecy long before the other journals have sprung into notice with a timely hint on some new phase of public feeling. The historical instinct always prevails in their pages. There are peculiar chapters here which voice the protests of the laboring classes. The spirits who controlled the policy of *The Golden Era* after 1882 were Harr Wagner and E. T. Bunyan. They often left the editor's office to run itself while they streaked through the country after 'ads,' 'subscriptions,' and such things as are necessary to furnish ammunitions of war in running a newspaper. Then they would settle down and grind out serials, poems, and editorials, not forgetting some little 'perpetration' on the public credulity to arouse interest. But *The Golden Era* had a heart and was wholesome to its core. Its sympathy reached out to the poor and the ignorant. Indeed, the human nature of the common classes is always a fruitful theme to the real student, far beyond the uncanny and the morbid, and this was the spirit of *The Golden Era* and the reason why it survived when better literary journals bit the dust. After the removal of *The Golden Era* to San Diego a new cluster of names began to brighten its pages. There came also a change o'er the spirit of its dream. Instead of homely studies of poverty and human nature and little bits of humor, there came in a mystical glamour. As Editor Foard would say, 'It must have surprised itself, I think.' Dr. Jerome Anderson discoursed on 'Theosophy' and others upon the problems of the ages and various transcendental systems of philosophy."

In its ninety-three years of existence first as *The Golden Era* and later as *The Western Journal of Education* the currents of time have played havoc at times with the even course of its progress but still life continued. Six different phases may be sketched with definite clearness. We have indicated the early period of *The Golden Era* from 1852 to 1882 as the Golden Age of early California literature and as some professorial students remark, the only period of the publication's life which has any literary importance. But the later period from 1882 to 1895 was one of transition. The great literary lights such as Mark Twain and Bret Harte, had left the state, and *The Golden Era* was in the doldrums when Harr Wagner bought it. He used to say, "I bought the paper and all its debts—and I've had them both ever since."

The San Diego Period

From 1881 to 1887 Harr Wagner struggled in San Francisco to keep a literary Journal alive. Then, when interests of the boomtown of San Diego, desiring literary prominence in their midst, offered him $5000 to move *The Golden Era* to San Diego he jumped at the opportunity. For a while, after the completion of the Santa Fe Railroad into San Diego, *The Golden Era* poured out in its pages the glories of settling in that most southwestward section of the United States, where the climate was the most equitable and everything of nature that

man desired could be grown under ideal conditions.

In July of 1887, on coming to San Diego, Editor Harr Wagner voiced some of the bitterness he felt toward San Francisco, the city he loved but had had to leave. He felt that the city had failed to support him in his efforts to rebuild *The Golden Era* into a worthy outlet for its young poets and writers. He wrote, "The editor of *The Golden Era* never had any serious hope of making a fortune by publishing a western magazine until recently. San Francisco has always fed her poets on '49 whiskey, and stale beer, and many a good poet has died and been buried in the metropolis of the West for want of good food. . . . The editor of *The Golden Era* saw during seven years twenty-one literary projects fail. No, he never had any serious hope of making a fortune by publishing a magazine in San Francisco—the center of art, literature, and music. But in San Diego it is different. Here are forces at work that will make *The Golden Era* the strongest western periodical. It has been published for thirty-six years. For the magazine there will now grow writers that will throw the wreath of poetry, song, and romance over every hill, canyon, lake, and mountain. There is here a field so rich in the lore of literature, so inspiring in the field of thought, that before another six months have passed the contributors of *The Golden Era* will all partake of the invigorating air, the romantic scenery, the legendary lore, and substantial food of prosperity."

Prophetic words, or those with tongue in cheek! For in those boom days of San Diego, when every barren acre for fifty miles around was subdivided and sold, Harr Wagner ran a paper fortune into hundreds of thousands. At the same time the University of Southern California opened a College, a branch at Pacific Beach, and Harr Wagner became Professor of Rhetoric and English, and Secretary for the College. The boom burst, and *The Golden Era* struggled on.

Beginning the Western Journal of Education

In 1890 Harr Wagner was elected county superintendent of San Diego county schools. While his chief interest had been in keeping *The Golden Era* a literary paper, principally devoted to the interests of younger writers, he had always had education as a secondary interest. And he had introduced educational

By 1891, the date of this cover of THE GOLDEN ERA, education had become enough of an interest to the magazine to occupy a regular department.

articles occasionally in the columns of *The Golden Era* until an Educational Department eventually became a regular feature of the magazine. Although Harr Wagner was defeated for a succeeding term as county superintendent in San Diego due to his—for that period—advanced ideas in curriculum, education continued to develop as his main interest. He moved back to San Francisco and in 1895 changed the name of *The Golden Era* to *The Western Journal of Education.* This was the heading of the first issue of the paper under its new name:

"In a word with you," Mr. Wagner explained the transition, "*The Western Journal of Education* reaches you as the successor of *The Golden Era.* Many of you are familiar with the Indian looking with eyes shaded with brown hand from the rays of the setting sun as he looks out on Balboa's seas, and at his brown feet the line, 'Westward the Star of Empire takes its Way.' For ten years the editor of this Journal conducted *The Golden Era* as the representative of imaginative literature of the Pacific Coast. Then, growing tired of making bricks without straw, he took his college diploma, which, as Dr. Jordan says, represents the babyhood of culture, and began teaching literature in a college of letters that was founded on the tail of a boom—and the tail of a boom, like the tail of a snake, does not wiggle after sundown. The college, however, still stands, and the owls have a weird, strange fascination for its deserted halls. Then the teacher of English became the Superintendent of Schools of San Diego County, and now to the knowledge of literary and class journalism is added that of experience in active school work, and this journal is the result.

Qualities of a Good Educational Journal

"What should be the main purposes of an educational journal! You cannot tell by the examination of the journals now in existence. They cover every point of education. Each has a quality of its own, or has upon it the stamp of inefficiency so plain as to give no reason for existence, except dullness, and dullness in journals, like dullness in men, is conducive to long life."

Dr. David Starr Jordan, then President of Stanford University, in reply to the question, "What should be the main purpose of an educational journal?" wrote the following which shows a high ideal of school journalism.

"It should give the best educational thought of the best men. It should give the latest educational news concerning new movements, educational meetings, institutions, and representative men; but this department should never fall under the suspicion of being used for personal purposes. It should keep its readers acquainted with the latest educational literature; but its reviews should never be dictated by the men who pay the advertising space. Instead of being a general scrapbook of information, it should aim to meet the needs of some class or classes of teachers, so that the publication will have a distinct tone and quality of its own. There is no need of adding another to our three hundred school journals already existing unless it has something distinctive to offer as an excuse for being." The answer is good enough to guide the management of a school periodical.

With the July 1, 1895, issue of *The Western Journal of Education* The Whitaker and Ray Company became the publishers of *The Western Journal of Education.* This was a new firm that had bought out the educational business of The Bancroft Company, H. H. Bancroft, President, San Francisco. Chas. M. Wiggin who had been in charge of their educational department, dealing with general schoolbook and school supply business came with the new company and finally was made a partner. Harr Wagner wrote, "the firm has abundant capital to make

a real journal of education. It will be as separate and distinct from the book business of the firm as *Harper's Magazine* is from Harper & Bros. book publishing, or as *The Popular Educator* from the Educational Publishing Company. The desire is to make the journal so valuable that if you do not subscribe for it you will lose a good investment of $1.50. Harr Wagner continues as editor and manager."

Then followed a period of prosperity with the size of the magazine enlarged to 10 by 13 inches and filled with advertisements. Issues were of from 14 to 32 pages and more, and carried photographs and colored illustrations. Besides editorials there were departments on Primary Methods and on Grammar Grades and High School Methods. Western School News of men and women and events was a feature. The issue of December, 1896, was typical. It had 24 pages. The contents included a Christmas Day program. There was a write-up of the Southern California Institute. There was a large story on the San Jose city schools with many photographs. Elwood P. Cubberley, then superintendent of San Diego city schools, was given several columns to give a heated reply to an editorial of Harr Wagner criticising the new San Diego city course in history!

Official Organ of the State

In 1898 *The Western Journal of Education* became the Official Organ of the Department of Public Instruction of the State of California and as such received a subsidy for sending the magazine to every school district in the State. It was stated the Official Journal of Education should be the means of communication of district with district, of school with school, of trustee with trustee, and State Superintendent of Public Instruction with his co-workers. This continued until 1911. In the later years the tone of the paper became more stereotyped in its reports of Institutes and committee meetings. During these later years *The Sierra Educational News* was formed and tried to become the Official Organ of the State. The struggle between the two magazines ended with the cutting off of the State subsidy and no State Official Organ.

From 1911-1916 *The Western Journal of Education* became a secondary interest of Harr Wagner. It was still as he always dubbed it, his "bread and butter," but after losing the State subsidy he ventured again into business. He became interested in the Playa Vicente Rubber and Cattle Company near Vera Cruz, Mexico, and the Montara Realty Company down the coast from San Francisco. Came the downfall of Diaz of Mexico and up in smoke went thousands of acres of rubber trees, and a herd of 10,000 cattle vanished.

Organization of the Harr Wagner Publishing Company

In 1916 Harr Wagner organized the Harr Wagner Publishing Company and bought the book assets of the Whitaker, Ray, Wiggin Company. They were retiring from business, having made a fortune in their fifteen years of existence. The publishing of books had been an avocation for Harr Wagner ever since joining the Whitaker and Ray Company in 1895. It now became his vocation, occupying an equal place with *The Western Journal of Education.*

There was at this time a rejuvenation of *The Western Journal of Education,* with Harr Wagner as editor and Alice Rose Power, director of San Francisco city schools, as associate editor. The magazine continued as a periodical of comment on things educational. About 1920 Miss Ruth Thompson, now of the *San Francisco News*, came to the Harr Wagner Publishing Company and for some ten years carried out much of the editorial work while writing articles and making special holiday school programs. After her leaving for the *San Francisco News,* Miss Irmagarde Richards, textbook author and editor, carried on the editorial work till Harr Wagner's death in 1936 Then the editorial setup was changed to that of a board of editors made up of Irmagarde Richards, Morris Wagner, Mabel R. Gillis, Hazel Ross, and W. M. Culp. Since 1923 an outstanding feature of the magazine has been the Library Department conducted by Miss Mabel R. Gillis, State Librarian of the California State Library. The size of the magazine was again changed to a 9 x 12 size and became again primarily a magazine of news of events, people, and activities in the educational field, with reports from California state, county, and city libraries.

Two distinct things stand out in going over the files of *The Golden Era* and *The Western Journal of Education.* The two magazines are a chronicle of both men and events. The first years of *The Golden Era* are considered of literary importance, while the files of *The Western Journal of Education* contain a record of the men and women of education in California who, in their years of growth, have made that commonwealth outstanding in things educational. When you riffle through some fifty volumes of *The Western Journal of Education* you find names ten, twenty, thirty, and forty years back just emerging, and as the years pass, growing in stature until they represent the educational leaders of the State. THE WESTERN JOURNAL OF EDUCATION is indeed the source for considerable study of the development of education in California from small beginnings to its present greatness.

FIFTY YEARS AGO

in The Western Journal of Education

Motif for November: November is the banner school month of the year. The friction has been removed, and the machinery of education, with its motive power, inspiration, moves on with steady upward progress on its spiral track.

Forerunner of the Activity Program: Professor E. H. Griggs says: "It is immoral to prohibit children from whispering in school."

Criticism of State Texts: A study of reports of institutes reveals the fact that the criticism of the State textbooks has been reduced to a minimum.

Beginning the "Panel Discussion": How to conduct an institute so as to best subserve the interests of the public is a serious question. It is easier to propound than to answer. The Superintendents of this State have given the matter intelligent study. Result—the same old lines. If one year a Superintendent tries a brilliant array of lectures, the next year he will try talks and discussions on the part of the teachers. The next year he will try lectures again, and so on. The best institute is the one in which the teachers and lecturers talk with each other. It is an approach to the ideal of the condition under which we work.

Another Lesson Not in the Books: Teachers at a big meeting should not presume on the recognition of people they met incidentally at other places. This is the proper form: "How are you Mr., or Professor ———? I met you at the Santa Cruz meeting. My name is Miss ———." It is very easy for a man to

forget your name. Do not give him a chance; tell him the name at once. . . . In speaking to prominent people, as you extend your hand give your name."

The "Welcome Addition" Became One of California's Great: Professor Edward P. Cubberley, President of Vicennes University, has been elected City Superintendent of San Diego. There were twenty-one applications. Professor Cubberley was recommended by President David Starr Jordan. . . . Superintendent Cubberley will be a welcome addition to the educational force of the State.

Edward Hyatt's Institute: Edward Hyatt prepared a unique program for his institute. Nearly every teacher in the county had a part to perform, and the instructors from abroad were not only teachers but pupils. Griggs, Baily, Jenkins, Jordan, Black, Wagner, and Lathrop were lecturers. The teachers were interested, and their five-minute speeches were full of points. Professor Hyatt gave a delightfully humorous and instructive account of his visits to various schools, and presided with dignity and agreeable courtesy to all.

And We Still Do!—We have great respect for the teachers who subscribe for our journal. Our subscription-book is an evidence of their sound wisdom, progressive spirit, and amiability. We heartily wish there were 15,000 of you.

TWENTY-FIVE YEARS AGO

in The Western Journal of Education

And There Was No "War On"!: W. M. Culp, the "Traveling Bookman," wrote: "The ways of traveling bookmen at present are quite precarious. In these days (January, 1920) if at nightfall you chance to find a place to lay your head you are fortunate. Cots in back corridors, lounges in the lobby are often the only resource. They are telling a yarn about F. A. Rice (now president of Ginn and Company) and Dudley Wilcox of Ginn & Company. It seems that these two estimable gentlemen arrived in Modesto one evening. Every hotel was chuck full, as well as every rooming house, garage, and stable. Finally in desperation a sanitarium was suggested. There was a place for one man. Rice accepted it. Wilcox was out in the cold. There was a hospital across the way. After conversing with the doctor and nurse Wilcox finally obtained a place to rest here. It is said by Dame Rumor that Rice was placed in a section of the sanitarium occupied by a couple of patients with hallucinary ideas. Rice rose early in the morning to depart. The morning attendant caught him leaving. He is said to have explained he was a bookman, had a Ford outside, was obliged for the night's rest, etc. But the attendant is said to have been very soothing and attempted to argue the point and get him back to his room. Whether this actually happened or not, Rice won't tell, but he was quite aroused when Wilcox joined him."

Buel F. Enyeart has just been appointed superintendent of Imperial County schools to succeed A. B. Shibley who resigned to accept the superintendency of El Centro. Mr. Enyeart is a fine young man of good education, and excellent personality. He was a United States service man and will no doubt maintain the high standard of Imperial County schools. (In July, 1945, Mr. Enyeart was appointed Chief of the Division of Readjustment Education, State Department of Education, with headquarters in Los Angeles.)

David Starr Jordan, Sixty-nine Years Wise: "My sixty-ninth birthday is now at hand. I did not expect to have so many of them, for I have been very busy since 1870, when I began to teach college boys and girls. I have lived three separate lives in this time, each one happy in its way—as naturalist, teacher and exhorter. In these days of confusion, when so many of the people are forgetting that there ever was a moral law, let us remember that the same old earth, the same sun and stars and seasons are still with us; what was once right is still right, and all wrong is still wrong."

Shortage of Teachers: During the year 1919, 1424 teachers left the service of the State, an increase of more than 12 per cent over the previous year, said Will C. Wood, State Superintendent of Public Instruction, at the meeting of the State Board of Education. Seventeen of thirty-six county superintendents reported that they were forced to lower the educational qualifications in order to meet this deficiency. Superintendent Wood unqualifiedly condemns the proposal to lower the standard of teachers' examinations. "There is but one remedy," he says, "and that is to raise the salaries until they are high enough to attract men and women of the highest qualifications."

Blueprint for a Bookman: "The real bookman is not a bully. He is not the champion inter-urban debater who sets out to stage a controversy with every schoolman he meets. He is not an animated phonograph to answer all objections to his books with pat phrases coined in the home office. He is not a dummy salesman to be guided solely by swivel-chair wisdom. He is a man who knows men, who knows books, who keeps abreast of the educational world. He may be a ready talker, but he must be a sympathetic listener. He knows when to recommend his books and when not to. He knows that it is not to his own interest nor to that of his company to make a sale of the wrong book. He wants to come back. A salesman is not simply a man who can make a sale and get away; he is a man who can make a sale and come back. For that reason the bookman is as much interested in the success of the book he recommends as the schoolman himself can be. In short, the real bookman is a service man, and is so recognized by the teaching profession."—E. C. Chamberlin, General Agent, Allyn and Bacon.

The Late Edward Hyatt, Ex-Superintendent of Public Instruction, began his work for the State of California as teacher and principal of the San Jacinto grammar schools in the early eighties. . . . He served as superintendent of Riverside county schools for twelve years and had practically no opposition in elections. . . . In 1895 he was nominated and later elected as State Superintendent of Public Instruction. The salary was then only $3000 a year. Mrs. Hyatt was appointed his deputy and she served during his entire term, with credit to herself and the office. Mr. Hyatt was reelected to the office twice, serving in all twelve years, the longest record of any one to serve California in such a capacity. During the twelve years the schools made wonderful progress, new laws were enacted, better schools were constructed, and there was educational advancement in all lines.

Chas. E. Teach, superintendent of Bakersfield city schools, is in a very warm bond campaign for $300,000 for grammar school buildings. (Mr. Teach is now city superintendent of schools, San Luis Obispo.)

Recollections of John Swett

By Walter T. Helms

Superintendent of Schools, Richmond

Fifty years' files of THE WESTERN JOURNAL OF EDUCATION reflect the rise and development of many of California's greatest educators. One of the greatest was John Swett, "father of public education" in California. Mr. Swett spent the latter part of his life in Martinez, Contra Costa County, frequently attending the county board of education's meetings. Here Walter T. Helms, superintendent of the Richmond schools, and member of the county board of education for the past thirty-eight years, met Mr. Swett, and came to know him well as a friend and as an inspiring leader. Mr. Helms provides some interesting first-hand recollections of John Swett.

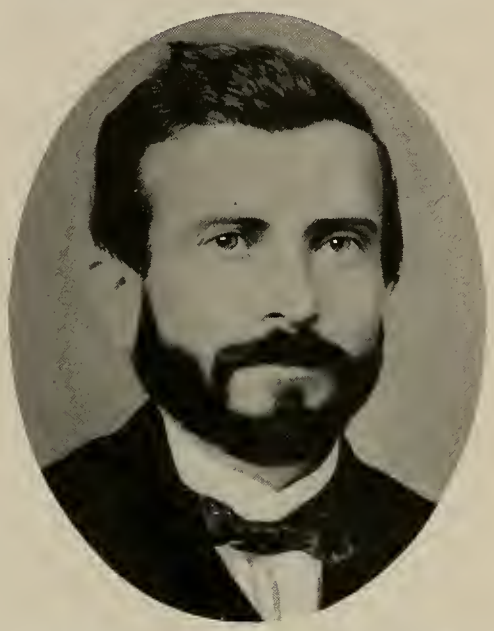
It was in 1907, the year of my appointment to the Contra Costa County Board of Education, which I have had the honor and pleasure of serving continuously since, that I had the good fortune to form a friendship with the "father of public education in California," John Swett. The County Board of Education at that time held its meetings on Saturdays, and, because of his never ceasing interest in education, John Swett was a frequent visitor. Sometimes he would enter into a reminiscent mood and tell of some of the more interesting experiences in his long educational career.

He was born July 31, 1830, on a New England farm situated near the little village of Pittsfield, New Hampshire, to a family which was descended on both sides from a long list of New Englanders going back to pre-Revolutionary days. None had ever left the native land, and in later years when John Swett spoke of going to California, he met opposition on all sides. Distant California was unthinkable to his New England relatives.

Young John Swett led the usual farm life of a New England boy, attending the village school and looking after the cattle in the winter. Once, when our county course of study was under discussion he advanced the opinion that we should stress some fundamentals and referred to the required courses in New England schools of reading, arithmetic, algebra, grammar, composition, and declamation.

At another time when we were discussing the organization of county school libraries we were much impressed to hear of the difficulty children of his day had in obtaining books to read. A great reader himself, he had had to depend largely upon the books that could be borrowed in the neighborhood. At the age of seventeen he finished one term at Pembroke Academy. His first teaching experience was in West Randolph, Massachusetts, where the chairman of the school board begrudgingly paid him a salary of sixteen dollars a month for five months. He told us this as an interesting contrast one day when we were making out our claim at $10.00 per diem for services on the Board!

It was not education but gold that brought John Swett to California. Despite all the efforts of relatives to convince him that tales of gold in California were exaggerated myths, he sailed from Boston



A reproduction of a photograph of John Swett presented by his son to the Contra Costa County Board of Education in November, 1944. The only picture of Mr. Swett as a young man, this photograph was taken the year he was elected State Superintendent of Public Instruction. The portrait has been hung in the office of Mr. B. O. Wilson, the county superintendent of schools.

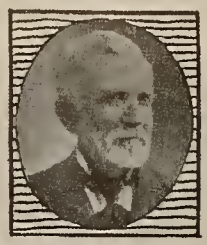
Harbor on September 15, 1852, for a trip around the horn that was to take 135 days. Upon arrival in California he undertook to mine the gold he had come for, but like so many others he soon learned that while there was gold in California experience was required to get it. Fortunately for education in California he decided that mining was not for him and became a teacher at the Rincon School, San Francisco. He soon became principal of the school, building it up from a two-room shack with sixty pupils to one of the largest schools in the state with more than six hundred pupils housed in an eight-room, two-story building that was considered one of the finest of its kind for that day. In 1863 he was elected State Superintendent by a large majority, the first holder of this office to be a trained teacher.

John Swett liked to tell of his struggle to create a state-supported school system, which would include a staff of professionally trained teachers. At one time in Contra Costa County, the County Board conducted examinations upon which elementary certificates were issued. This ordeal, which required an examination in twenty-two subjects, usually lasted a week if the candidates lasted that long. I am proud of the part I played in abolishing that practice in this county many years ago. During one of those examinations John Swett paid us a visit and was reminded of the time he was himself required to pass such an examination. He said he would remember the first question in the geography examination to his dying day—"Name all the principal rivers of the world and describe them!"

Like most boys born and reared on a farm, John Swett said he early decided when he came to California and saw the wonderful agricultural advantages as compared to his little New England farm home, that some day he would go back to farming. He was an intimate friend of John Muir and visited him at his farm near Martinez. In 1881, he purchased in the Alhambra Valley not far from the Muir ranch 185 acres in one of the most beautiful settings in California. It was at this Hill Girt home that he spent his later years, and from which he drove to Martinez to pay us those delightful visits. One day he asked us if we knew how the town of Tracy secured its name. He then told us that he had married Miss Louise Tracy, daughter of a prominent lawyer, Judge Frederick P. Tracy. The Swetts had four children of whom Frank and John continued to live on and operate Hill Girt ranch after the death of their father in August of 1913.

A short time before his death, which occurred a few months ago, John Swett, Jr., addressed a letter to County Superintendent of Schools B. O. Wilson and the other members of the County Board of Education regarding a photograph of his father, in which he said, "Some time in 1863 he (his father) was photographed in San Francisco and an enlargement made and framed. This picture has been a prized heirloom for eighty-one years. It is, to the best of my knowledge, the only such picture extant. It has seemed to me that such a portrait is of too great historic

THE WESTERN JOURNAL of EDUCATION



For many years THE WESTERN JOURNAL OF EDUCATION carried on its masthead a picture of John Swett, as California's first prominent state superintendent of public instruction, together with a photograph of the current state superintendent. The state superintendent at the time this masthead was used was Will C. Wood, who held office from 1919 to 1927.

interest to remain longer in private hands and that it should be placed in some educational administration office with which my father had most intimate ties during his lifetime. I have decided that as my father had a home in this county for thirty years . . . he was known here more intimately than in any other community of the state, and it would be most proper and fitting that this portrait should be given to the office of the County Superintendent of Schools of Contra Costa County. . . . This portrait is that of a young man, eager, ambitious and hopeful filled with the desire of a crusader, to better the lot of the children of his state."

The presentation was made to the County Board on November 8, 1944. It was rather a coincidence, and indeed fitting, that this presentation occurred on the day after voters of California had overwhelmingly voted for extension of the principle of state support which John Swett originated.

Unfortunately, because of illness, Mr. Swett was unable to be present. The presentation was made by former Dean W. W. Kemp of the University of California who spoke in part as follows:

"John Swett was a leader in educational activities at that time. He was one of the founders of the School-Master's Club. He can be credited with three great achievements upon which a great part of the present educational system is based. The first of these is the development of participation of the State in the financing of public schools, which is now established in constitutional provisions. It was a new idea to the nation. The second achievement was the establishing of the State Normal School System, the first of these being the Teachers' Training Institute of San Francisco. John Swett can truly be called the founder of the State Teachers' Colleges in California, and the resulting certification requirements for teachers." At this point Dr. Kemp recalled his first-grade days in Hangtown, where his teacher, who was an uncertified person, was unable to attend to her school duties because of the over-indulgence of the previous evening!

A third accomplishment of Mr. Swett was in the establishment of Teacher's Institutes for in-service training for teachers. Dr. Kemp recalled in this connection, "I remember, as a fifth grade student, being a performer at a teachers' institute in Eldorado County. Interestingly enough, Edwin Markham, the author of the 'The Man With a Hoe' was the superintendent."

Dr. Kemp said that Mr. Swett stands as one of the great American educators, and his activities and vision were pronounced at an early age. This, he said, is characteristic of California's political pioneers. Thirty-six was the average age of those who formed the State Constitutional convention, and, "this is a state where young men participated in its history." In his judgment, this has a great deal to do with the state's development into the "greatest empire on earth." John Swett is the Horace Mann of California.

Mr. B. O. Wilson accepted the gift on behalf of the County Board.

This county is indeed proud to have been the home of so honored a citizen as John Swett. He seldom spoke of his own accomplishments except in a historical way. Of the many honors he received he seemed most pleased with the degree of Doctor of Law which was conferred upon him and his neighbor John Muir by President Benjamin Ide Wheeler at the University of California commencement exercises in May, 1913. For a young educator to have known and to have enjoyed the friendship of John Swett was indeed an inspiration.

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Western School News

Edited by **MORRIS WAGNER**

Jay E. Partridge, superintendent of the Butte County schools, Oroville, sees his county overflowing not only with giant gold dredges, Thanksgiving-time navel oranges, and giant black and green olives, not to mention bronze turkeys, but also with the children of wartime "visitors" who fail to return to the places from whence they came. More and more newcomers continue to arrive all over California, and Butte County is no exception to the rule. His elementary educational program continues under the guidance of Mrs. Elda M. Newton, assistant superintendent of county schools. This is Mrs. Newton's eighth year in Butte County. She is a former principal of a school in Chicago Heights, Illinois. Her undergraduate work was done at the University of Colorado and the University of Chicago. Her M. A. is from U. C. L. A. Dr. Loaz W. Johnson, co-ordinator of secondary curriculum, is in his fifth year in his present position. He came to California from New Mexico, where he was in educational work. His Doctor's degree was from the University of California at Berkeley and was taken under Dr. L. A. Williams. Superintendent Partridge added this fall two new general elementary supervisors in the persons of Miss Anna Schwartz and Miss Lovelle Downing. Miss Schwartz comes to California from the Oregon College of Education at Monmouth, Oregon. Previously, she was from the Mankato State Teachers College, Mankato, Minnesota. Her M. A. is from the University of Iowa. Miss Downing comes from Des Moines, Iowa, where she had experience as teacher and vice-principal. She is a graduate of Drake College, and her M. A. is from the University of Iowa. Last year she was senior teacher in the Kaiser Shipyard Nursery School.

Mrs. Eleanor K. Bandy, superintendent of Yolo County schools, Woodland, has increased her staff by securing the services of Robert Chapman as co-ordinator of elementary schools. Mr. Chapman comes to California from the principalship of the Howard Wilson Elementary School, Leavenworth, Kansas. He is a graduate of the University of Wichita and has for several years been carrying on work at Stanford University. Everett V. O'Rourke, Co-ordinator of Curriculum and Ben F. King, supervisor of attendance and visual aids, are continuing their development of the fine educational program of Yolo County.

Newport Beach city schools under District Superintendent H. O. Ensign, with schools serving both Newport Beach and Balboa, have increased to over a thousand enrollment. Newport Beach has become the center for much boat construction. A large plant for the construction of Higgins boats is now under way. A new school at Corona del Mar of ten rooms, kindergarten, auditorium, offices, and cafeteria has just been completed this summer at a cost of $150,000. It is one of the most attractive school plants in the country. Three hundred fifty pupils enrolled there for the first time this fall. The system now employs 37 teachers.

Gilbert H. Jertberg, member of the California State Board of Education, was

Gilbert H. Jertberg

appointed president of the Stanford Alumni Association this past summer. Previous to his election he had served a year as vice-president and as a member of the Executive Board. Mr. Jertberg received his B. A. degree from Stanford in 1920, and his Juris Doctor degree in 1922. He is a member of the Stanford Chapter of Phi Beta Kappa, of the Phi Alpha Delta Law Fraternity, and of the Theta Chi Social Fraternity. In addition to his work on the State Board of Education Mr. Jertberg is also serving on the Advisory Board of Fresno State College. He is a past president of the Fresno County Chamber of Commerce and of the Fresno County Bar Association.

C. Ray Bender was appointed during the past summer to the position of supervisor of audio-visual education in Sacramento County. Mr. Bender has served on the Sacramento County Board of Education for three years and before that taught science in the Sacramento schools. He was born in Hagerstown, Maryland, and received his education in the public schools of Maryland and Pennsylvania. Graduating from Lebanon Valley College, he did post-graduate work at the University of Pennsylvania, University of California, and College of the Pacific. He taught science also in the schools of Kirkwood, Missouri, Council Bluffs, Idaho, and Reno, Nevada.

George C. Jensen, Assistant Superintendent of the Sacramento city schools, plans to resign at the beginning of the spring term so that he and Mrs. Jensen "can do some traveling before we are too old to hop." Whether or not Mr. Jensen can resign when he wishes to depends upon whether or not the person selected as his successor can come upon the job at that time. Meanwhile Mr. Jensen is serving as the newly elected president of the California Society of Secondary Education and is working on a special assignment which involves making a study of teacher loads and class sizes in the Sacramento high schools and College. Mr. Jensen writes "It seems very desirable now that we are swinging back to normal conditions again, with probably tremendous increases in enrollment in these schools, to make a study having to do with teacher loads and class sizes. The hope is that we can discover proper guide lines to set up as controls which can operate automatically. . . . The study should result in definite recommended policies."

Mr. Jensen came to Sacramento in 1927 as principal of Sacramento Senior High School. From 1926-1927 he had been director of Research, California Teachers Association, San Francisco. Prior to that he served as principal of the Eureka High School and Junior College from 1920-1926, and from 1915-1920 he had been principal of the Elko County High School, Elko, Nevada. He received his B. S. and M. S. degrees from the University of California and was a Flood Fellow in Economics in 1912 and 1913. He was for several years a member of the State Curriculum Commission. Mr. Jensen is a native Californian, born in Bridgeville, Humboldt County.

William J. Burkhard, formerly assistant superintendent in charge of elementary and junior high schools in Sacramento is now acting deputy superintendent. He started his career in the Alameda city schools. In 1931 he went to Sacramento as principal of the Coloma School. He was made assistant director of research in 1938, and assistant superintendent in charge of elementary and junior high schools in 1940. His present assignment as deputy superintendent is effective until Major James P. Bursch returns from service with the army of occupation in Germany.

In collaboration with J. R. Croad and E. P. O'Reilly he became co-author of the Croad, O'Reilly & Burkhard "Pupil's Individual Spelling Book" series, which was adopted by the State of California in 1935 and used until 1942.

Mr. Burkhard is a graduate of the University of California having received his B. S. and M. A. from that institution.

Ray B. Dean, recently appointed to the post of assistant superintendent of Sacramento city schools, formerly held by William J. Burkhard, comes to his new position with a varied background of educational training and experience. After receiving his B. S. degree at Whitman College in 1925, he became a high school instructor and athletic coach. Later he secured his M. A. degree from the University of Washington and entered administrative work as an elementary school principal at Longview, Washington. In 1930 he accepted a position in Sacramento, as vice-principal of a combined elementary and junior high school. After serving in this capacity for three years he became principal of the David Lubin Elementary School, the position he held at the time of his appointment to his present post.

In 1943 Mr. Dean completed requirements and was granted the Ed. D. degree at Stanford University. In addition to his teaching and administrative experience in the elementary and secondary fields, Dr. Dean has served as instructor during the summers at Chico State College and Stanford University. He is also one of the most recent appointees to the State Curriculum Commission. In his new capacity Dr. Dean will have responsibility for the supervision of instruction and the curriculum in the elementary and junior high schools of Sacramento.

Arthur H. Polster, recently named assistant superintendent in charge of research and student personnel for Sacramento city schools, began his California school career in the Sacramento system in 1930 as a vice-principal. Later he became principal of the Lincoln Elementary and Junior High School, Sacramento's "Melting Pot of America" school. In 1940 he was moved into the central administrative offices as director of research and personnel. Dr. Polster has supervision of city-wide research and testing, attendance and student welfare services, special case counseling, and the coordination of cooperative and continuation education. During the later war years he was assigned temporarily to certain staff personnel responsibilities.

Dr. Polster received his undergraduate training at Central Wesleyan in Missouri, and earned the M. A. and Ed. D. degrees at Stanford University. Before coming to California he had eight years of teaching and administrative experience in Colorado. Last summer he was a member of the Summer Session faculty at Chico State College.

Rolland Upton, formerly superintendent in San Gabriel, is now assistant business manager for the San Diego city schools. Mr. Upton is responsible for the operation of the business departments (accounting, purchasing, maintenance and custodial), rental of school facilities, acquisition of insurance and operation of messenger service. Special attention is being given currently to the coordination of the acquisition of surplus war commodities. Mr. Upton is a graduate of Seattle Pacific College and the University of Southern California.

Robert R. Hartzell has returned to Red Bluff Union High School after a year's leave of absence during which he acted as Chief of the Division of Readjustment Education in the State Department of Education. Mr. Hartzell is now in his twenty-fourth year as superintendent and principal of the Red Bluff Union High School. His leave of absence to work in the State Department is the first interruption in his long period of service in Red Bluff. Mr. Hartzell first went to Red Bluff in 1921 when the enrollment was only 263 students. The enrollment has since climbed as high as 638. Under Mr. Hartzell's direction a department of agriculture was developed at the high school and vocational courses were introduced. Robert Hartzell is a brother of Oliver H. Hartzell, superintendent of the San Rafael city schools. The Hartzells are native Pennsylvanians, the brothers coming to California about 1915.

Edwin C. Clark, formerly District Superintendent of the Reef-Sunset Union Elementary School District, has left the district to become Director of Research for the schools of the Panama Canal Zone. Mr. Clark's first teaching was done in the Red Bluff Elementary School. Following two years of teaching in Red Bluff he went to Lemoore and then to Avenal where he served as teacher and later as principal. Following eight years of service in Avenal Mr. Clark became principal of the Coalinga Junior High School. After a year and a half in this position he returned to Avenal to become the District Superintendent of the Reef-Sunset Union Elementary School District.

Walter J. Ziegler now has taken over the duties of district superintendent in the Reef-Sunset district. Mr. Ziegler had served as teacher, vice-principal and principal of the Avenal Elementary School leaving to serve for a period as principal of the Ford School in Fullerton before returning to his present position. Mr. Ziegler was born in St. Louis, Missouri. His family moved to California when he was three years of age, and he attended the public schools at Garden Grove. He received his B. A. degree and general elementary school teaching credential at Fullerton District Junior College. He has done graduate work in elementary school administration at the Santa Barbara State College.

Fish and Fishing, the new science reader by Harrington Wells, scheduled for publication January, 1946, should win a wide audience in book stores and sporting goods stores as well as in schools, considering the post-war boom in angling licenses which California is experiencing. The State Division of Fish and Game announces its supply of licenses is about exhausted in the face of a rush of 85,000 more sportsmen than in 1944. H. R. Dunbar, the Division's license chief, estimates that the revenue will exceed that of any other year, possibly reaching a total of $1,050,000.

WESTERN SCHOOL NEWS
(continued)

David P. Hardy has returned to the San Francisco Central Office Administrative Staff after five years of service as brigadier general with the United States Army. Mr. Hardy has taken over the position of assistant superintendent in charge of the division of Buildings and Grounds. Edwin E. Niccolls, who had been acting superintendent in charge of physical properties during Mr. Hardy's military leave, has taken over the newly created position of assistant superintendent in charge of the Division of Supplies.

Brigadier General David P. Hardy

Mr. Hardy's address to the members of the Board of Education at its meeting October 15, was most interesting in its clear conception of the importance of education in maintaining world peace and leadership. He said:

"The war has taught me something about the kind of education we should have.

"First, we must have literacy. That means the three R's.

"Second, we must have the skills by which to earn a living. This means mastery of trades and professions.

"Third, we must have the world outlook. A crisis anywhere in the world is our crisis now. We can't stand another war. The world outlook is essential if we are to prevent war.

"Fourth, we must have the true spirit of democracy. Democracy is always at war with stupidity and ignorance. We must learn how to get along with people. We must learn to get along . . . respecting the individual humanity of the other fellow, on every level . . . in the family, in the gang, in the class, in the school, in the job, in the union, in the city and state and nation, and in the world. We must learn that what serves the family or group best serves us best as individuals. We must learn that what serves the world best serves us best as a nation. We must learn the universal victory of co-operation rather than the one-sided gain by force. We must learn to settle our misunderstandings while they are small—in the family, the group, the nation, the world—and to straighten them out before they become bitter quarrels or deadly wars. We must learn the spirit in which difficulties can be settled peaceably. We must learn that our only guarantee of freedom here lies in the establishment of a free world."

Delano City Schools under District Superintendent William F. Kimes have now reached an enrollment of 1584 pupils, the highest in the city's history, with more coming in every day. Mrs. Margaret Burum, director of education for the system, has had in use for the past two years an unusually well conceived and organized social studies course of study.

Porterville City Schools, under District Superintendent Emmett R. Berry, have just topped an enrollment of 2284, the largest in the city's history. The last of October two new teachers had to be added. Last year the district voted, for a three-year period, a 90-cent to a $1.40 tax rate for a building fund. A new site has just been purchased for a new school. As soon as funds are in hand a new building is contemplated. This past summer two new classrooms were added to the Bartlett School.

San Carlos, one of the most thriving communities down the Peninsula from San Francisco has now reached a school enrollment of 1060 pupils, considerably more than last year. Miss Ruth Melendy, the District Superintendent, contemplating the many new homes now being completed in the city, sees the need for many new classrooms in the not too distant future.

Castro Valley, one of the oldest school districts in Alameda County, located fifteen miles east of Oakland, California, now has a school enrollment of more than 720 pupils. A. B. Morris, District Superintendent, this year has enough room so that he has been able to do away with double sessions. Additional classroom space, however, is needed for the near future.

Anna Forbes Gerholdt is giving an extension course for the San Francisco State College in elementary school reading. The course is given in two groups, one held in Petaluma and one in Santa Rosa. There will be 15 meetings, with two units of credit.

Fresno County Schools are selecting a county-wide committee of teachers to be known as the County Curriculum Committee and to be headed by Thomas W. Chapman, Curriculum Director in the county office. The committee will work with the County Board of Education and the various supervisors. Teachers interested in working on this committee have been asked to contact some member of the County Superintendent's staff—such a request for volunteers is something of an innovation in curriculum work.

Oakland voters approved overwhelmingly a $15,432,000 school bond issue to finance construction of sixteen new elementary city schools and improvements in twenty-two junior and senior high schools. The vote on both elementary and high school bonds was nearly 8 to 1 in favor of the bonds. In San Leandro in the Oakland school district, it is interesting to note that the vote was 19 to 1 in favor of the bonds. It is the first time in more than twenty years that bond funds have been provided for school buildings and facilities in the Oakland school district. The vote was carried under the slogan of "Let's Get Rid of the Shacks!" since 600 portable and temporary shacks had been in use to meet the great increases in population and consequent development of new residential areas. Some of the improvements which can now be made are the obtaining of a site, building, and equipment for one new junior high school, the obtaining of a site for a second junior high school, and the building of entire new schools with new equipment to replace the Bella Vista Elementary School and the seventy-seven year old Fruitvale School, one of the most antiquated schools publicized in the bond drive.

It is indicative of the excellence of the school program as well as the need for new buildings that the bonds should have carried by so large a majority. Superintendent William R. Odell and his administrative staff have reason to be proud both of the quality of the teaching and the type of curriculum which have been so satisfactory to the people of Oakland, even while handicapped by the necessity for being housed in so many buildings which could rightly be termed "shacks."

Placer County has added three new supervisors to its staff for the beginning of the new school year. Clara Stroud has assumed the position of Supervisor of Instruction in rural schools in the western half of the county. Miss Stroud has served as Director of Rural Education at Eastern State Teachers College, Mayville, North Dakota, and at Western Washington College of Education, Bellingham. She was also Supervisor of Student Teachers at Eastern Oregon College of Education, LaGrande, and at State Teachers College, Stevens Point, Wisconsin, and Winona, Minnesota. Miss Stroud received her Ph. B. at University of Chicago, and her M. A. at Columbia University.

Barbara Hartsig has joined the county staff as Supervisor of Instruction in the larger elementary schools. Last year Miss Hartsig was General Supervisor, Mountain View Elementary School District, El Monte, Los Angeles County. She had had broad experience as a classroom teacher. Miss Hartsig holds her B. A. from Occidental College and her M. S. from the University of Southern California, and has done additional graduate work at the University of California at Los Angeles.

Charles F. Parsons, last year Vice Principal, Nevada City High School, will serve as the part-time Director of Audio-Visual Education. Mr. Parsons is instructor of radio and electricity in Placer Union High School and Placer College. He is a graduate of San Jose State College, with a B. A. in Industrial Arts Education.

Major James F. Bursch, Deputy Superintendent of Schools on military leave from Sacramento, is credited with establishing the first State Department of Education to function under Allied Control in Germany. He was made responsible for the selection of superintendents, principals, and teachers, for each city and county (all Nazi teachers to be eliminated). He helped with the revising of the course of study and the writing of new textbooks. Institutes were held all over the area to train teachers in Democratic principles. Major Bursch arrived in Germany a month and a half before VE Day. At the close of the war his work in the Saar region ended as it was then placed under French supervision.

Major Bursch is now at Wiesbaden, Germany, where, as Chief Religion and Education Officer with the help of a German assistant, Erika Schmidt, concert pianist and singer, he has set up the course of study. Each musical selection has been analyzed, both as to music and text, for any trace of Nazi or militaristic ideology. Folk songs and musical selections of all types from other countries, most of which had been banned by the Nazis will be emphasized in musical training. On October 2 Major Bursch was interviewed on the radio and his wife, Ruby, by mere chance was fortunate enough to be listening to the program.

R. L. Crane, District Superintendent of the Jefferson School District, which comprises the towns of Daly City and Colma lying adjacent to the city of San Francisco on the south, has many difficult problems of school housing facing him in the

R. L. Crane

immediate years ahead. Just being completed is a subdivision of 208 three-bedroom houses. Already 200 new pupils have enrolled. Three new teachers have been employed and more will be needed soon. In the district is a 3600-house building project on Spring Valley land just purchased by the Doelger interests. When these buildings are completed the pupil enrollment will increase a thousand or two. It is now 1700.

Theodore R. Nickel, Superintendent of the Tulare County schools, Visalia, California, has just appointed Virgil Kindy

Theoore R. Nickel

as secondary co-ordinator for the Tulare County schools. This is the first time there has been such a position in Tulare County. Mr. Kindy comes to Visalia from the principalship of the John Muir Junior High School, Burbank, California. Superintendent Nickel and Fred L. Trott, director of curriculum and general supervisor for the Tulare County schools, have been working together toward the consolidation of the many small schools in the county. Already five such consolidations have been completed and more are in the offing. One of the achievements of recent years has also been the raising of the salary base for Tulare County teachers. The next step is the replacing of many old schools now over fifty years of age.

Hillsborough, some twenty miles down the Peninsula from San Francisco, has from the beginning been an exclusive area of large estates of those who made fortunes in the early days of California. The time has come for the breaking up of these estates into beautiful homesites that will attract the moderately wealthy. For the past fifteen years A. R. Romer has been Superintendent of the Hillsborough School, one of the most outstanding in San Mateo County. The school plant for years was considered one of the show places of the area and was the community center for village activities. The school has grown until it now is around 275. The next step forward is the adding of new school facilities for the growth that will come from the new subdivisions now being opened up. Fifteen acres at $5,000 per acre have been purchased from the Crocker Estate. This land has elevation and beautiful plantings of trees, shrubs, and hedges. It is so placed that it can be developed for school purposes on three levels. The highest level will be for the school buildings, the two lower levels for playgrounds, tennis courts, volley-ball courts, etc. The plan is to erect a building of regular California Provincial style. It is to be a fresh-air school with every room opening out upon a terrace. Henry A. Thomsen of San Francisco is the architect. A quarter of a million dollars is contemplated for the completion of the project. It is hoped this fund will be sufficient to develop the site, with classrooms, auditorium, shops for boys and girls, scout houses, gardening tracts, picnic places, a zoo and museum.

(continued on page 16)

Library News

Edited by MABEL R. GILLIS, State Librarian

THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA, PAST AND PRESENT

By Elizabeth Patton*

To the School Library Association of California this year has a certain significance which should not be overlooked. This is a very important year to our organization, for, from a small group of eight school librarians who had the vision and the will "to do," it has continued to grow and now looks with pride on the celebration of its thirtieth birthday.

I have a copy of a six-page Bulletin which reads—

Bulletin
California School
Library Association

No. 1 December 15

It records the organization meeting held in Oakland, August 25, 1915, at which time the California School Library Association was formed and constitution adopted. This meeting was called by Ella S. Morgan, librarian of the Lincoln High School, Los Angeles, at the suggestion of school librarians who felt that a state organization would further the interests of school library work in California.

Quoting from the Bulletin—"The meeting was called to order by Miss Morgan. Marion Horton was asked to act as secretary. The form of the organization was first discussed. For unity in essentials with possibilities of local meetings, the state is to be divided into Northern and Southern sections, each with its executive officers while the president supervises the interests of the whole state and edits the Bulletin which is to keep the members informed of library conditions and new ideas in school library work."

"The constitution was drawn up and read and adopted. The following officers were elected: President, Ella S. Morgan; Vice-president, Marion L. Horton; Secretary-Treasurer for the South, Marjorie Van Deusen, for the North, Mrs. Elizabeth Madison. The Secretary-Treasurers were instructed to write all school librarians of their sections to invite them to join the Association." This Bulletin also contains a copy of the first constitution of our organization. On November 9 of that same year, 1915, the Southern division of the School Library Association met at San Diego with the Library section of Teachers' Institute.

"Library Instruction in the High School" was the subject of one of the papers read. Will C. Wood, Commissioner of Secondary Schools of California, spoke interestingly on "Making the High School Library Useful." Among other points stressed were need for trained librarians or teacher-librarians; certification of high school librarians and her qualifications—"she should have breadth of training, breadth of view and special library training." The state president spoke of the need for a school library association, of the bulletin which is to be issued, and of the value of cooperation. There was discussion on "How many schools give definite time on the school schedule for Library Instruction."

It was decided to make the Library Section a permanent part of the Teachers' Association and to ask the officers of C. S. L. A. to take charge of the meetings. It was also recorded that the next Sixth District meeting of C. L. A. would be held on a Saturday so school librarians could attend. It is interesting to note that out of the thirty-seven listed as members in December, 1915, eight are actively participating in our association work now and two have retired.

Although the writer has been unable to locate any other issues of these early Bulletins, it has been said, up to the time of its suspension, the original Bulletin which served both sections had also been issued in April, 1916, December, 1916, and March, 1919.

At the joint meeting in Fresno on November 12, 1927, the question of reviving the Bulletin was brought up. As a result of this discussion the Northern Section in May, 1929, and the Southern Section in December, 1929, began the publication of their Bulletins which appeared several times a year. These were edited by the Publicity Committee of each Section and printed in school print shops. "That school library work is being recognized more each year is shown by the interest displayed in each meeting by school and library people" is a significant quotation from the May issue. One of the Sections of the Principals' convention which met in Oakland in March of that year was devoted to the discussion of the school library. Also "at the C. L. A. meeting in Sacramento in May, one of the sessions was devoted to School Libraries."

An Institute program of March 29, 1918, includes a Library Section in which was discussed "Some Suggestions Regarding Library Training"; "A New Profession and an Old Opportunity"; "Evening Classes in the School Library," and "Problems in Library Training of the General Student." This meeting was in Oakland.

At the High School Principals' convention in Long Beach in 1928 a morning session was devoted to "Standards for Secondary School Libraries." Six school librarians appeared on the program. At this same convention in another session, "The Library in the Junior High School" was the subject with two librarians and a teacher as speakers.

Although the senior high school libraries were the first to be developed in California, it was not long before the importance of their place in the educational program was recognized and well-equipped libraries were established in many junior high and in elementary schools. In many of the larger school systems there were supervisors of school libraries who worked with the administrators in developing these libraries and the service to be enjoyed by pupils of various school levels and used by the teachers to enrich the curriculum.

Six joint meetings of the Northern and Southern sections have been held—the first in 1927, in 1929, 1930, 1931, 1932, and 1935. It seems timely to mention these events and dates in passing in order to give a clearer picture of later developments. At the sixth joint meeting in Fresno, October, 1935, the new constitution with corrections, providing once more for a state-wide association, with officers to be chosen from both sections, was presented and adopted. The following state officers of the School Library Association of California were elected to serve during 1935 - 1936: President, Joyce Backus; Secretary, Edith Titcomb; Treasurer, Myrtle Barrier.

The publication of the Bulletin was resumed. It was issued commercially four times a year by our State association. It is now published in the Section from

*Librarian of Garfield Junior High School, Berkeley, and President, School Library Association of California.

which the State president is chosen. The State officers have increased in number and are chosen annually from both Sections—the president, Bulletin editor, and secretary from one Section; the vice-president and treasurer from the other in alternate years. The retiring state president automatically becomes Director and chairman of the State professional committee. The president of each Section is on the Board of Directors. Each Section has its own officers and committees. There is a representative from each Section on the Section Council of C. T. A., while the State president represents the School Library Association of California on the C. T. A. State Council. Our State association is also affiliated with N. E. A. and A. L. A. Two of our members are serving on the A. L. A. Council and several of our members are serving on committees of the American Association of School Librarians. Our Bulletin editor is on the Publications' committee. Committees of our Association have served on surveys for library training schools in California and for library instruction in high schools of the state. Representatives have served also on committees for compiling book lists for the State Department of Public Instruction and for regional and national groups.

Although we have not been able to hold a State meeting since 1941 and have had fewer group meetings, due, of course, to war-time restrictions, we can justly feel proud of our professional accomplishments. School librarians throughout the state were very active in the "Send Your Books to War" campaign and in many other war-time activities. As an organization and individually we contributed to the A. L. A. Library Development Fund. Last year the Northern Section Professional committee members concentrated their efforts on the problems of recruitment of librarians with special emphasis on the post-war need for school librarians. The Southern Section Professional committee's "activities were planned with a view to evaluating the services now being rendered by school librarians in the south." In spite of war-time conditions our members have kept up their interest. They have made noteworthy professional contributions to the *C. L. A. Bulletin, Sierra Educational News, School Executive, Journal of Secondary Education* and *Western Journal of Education,* as well as to many other publications. They have appeared as speakers before educational and allied groups. Our State Bulletin has kept up its professional standard and has served us well. It has gained national recognition and as far as we know there is only one other State school library association that has its own publication.

Only a few of the many activities of the School Library Association of California have been mentioned. In spite of all these the library world has been unpleasantly conscious that during the war years professional ground lost, owing to lack of state and regional meetings, the scattering of professional personnel, limited student groups in library schools, as well as other factors of disintegration, would be won back with difficulty, an arduous but a necessary task. At our State Executive Board meeting in September, it was decided that as a means of implementing this program a degree of expansion in our organization would seem necessary. A state-wide aggressive promotion program for raising standards for school libraries was set up. The Douglas report—School Libraries for Today and Tomorrow—was approved and the State professional and publicity committees will actively promote it. The Professional Committee will also survey library school offerings which are of interest to school librarians in order to evaluate these courses. The Board also endorsed the "Proposal on Need for Consultant on Children's Literature in the Library of Congress." The Board approved as a worthy state-wide project the collection of books, from elementary through high school, for the devastated libraries in the Philippines.

And now as the year of our thirtieth birthday draws to a close we can look back with pride to the thirty-seven members in 1915 who were responsible for starting an organization which today has more than four hundred active members. Many drastic changes have taken place since that organization meeting. School librarians have kept pace with the changes in our schools. After thirty years we can well be proud of the growth and achievements of our State Association. However, this is no time to relax. During these reconstruction years we will face many problems, yes, many challenging problems, which will need the enthusiasm, interest and active participation of all our members. We must have the will "to do."

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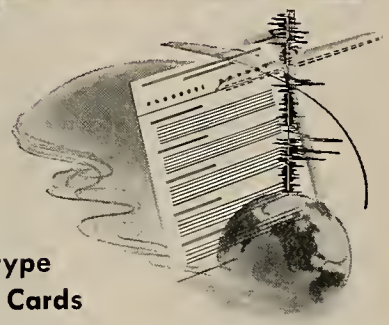

About New-type Report Cards

As teacher alert to changing trends, here may be helpful information in views Dr. Wm. H. Burton, Harvard University, holds about new-type report cards.

According to Dr. Burton, with shift in teaching emphasis from mastery of subject matter to individual, new form of progress report to parents and pupils is inevitable. For, new cards must include all phases of pupil growth . . . intellectual, physical, social and emotional.

"This," Dr. Burton says, "gives a more accurate picture of child's status and progress, contains diagnostic comments and is more meaningful to all concerned." Also avoids stereotyping. And, flexibility permits each school system or school to create own formats.

If further interested or care to see nation-wide variations of new cards, *consult Dr. Burton's book "The Guidance of Learning Activities" (pp 500-513) and U. S. Dept. Education Leaflet 41 with supplement Circular 159.*

We hope the foregoing is helpful to you just as in the past Wrigley's Spearmint Gum has been helpful to millions of people.

Remember this wrapper—*it is empty now and will stay so until it is again practical to produce chewing gum of such peacetime quality and flavor.*

WESTERN SCHOOL NEWS

(continued from page 13)

Sequoia High School, Redwood City, planned a curriculum conference for November 17 at which school teachers and laymen rubbed elbows and exchanged ideas. Purpose of the conference, as presented by A. C. Argo, superintendent of the high school district, was to "improve the curriculum of the school through group thinking of the lay citizens and the teachers." The all-day session of the conference was highlighted by an address by Dr. Donald B. Tressider. Round-table topics discussed were: general education, shop program, homemaking program, health program, cultural and recreation program, social program, business education, counseling program, adult education program, and college preparatory courses. Henry Hall, Assistant County Superintendent of Schools, states that this is the first such conference within his knowledge to be conducted by a particular school in its own community. Mr. Hall said similar conferences between educators and laymen have been held at national and state levels, but that never before has an individual school taken such definite steps to invite public criticism.

BOOK REVIEW

From the World Book Company

My First Number Book, Price, $.28; My Second Number Book, $.36; by John R. Clark, Arthur S. Otis, and Caroline Hatton. These new number books will not only please the children who use them but will also satisfy the teacher who looks for early number experiences that contribute to the child's later development in arithmetic.

In simple, easy steps the child learns the meaning of number and effective uses of number. The work is made easy by concrete and pictorial helps and by a wholly informal presentation, yet organized, sequential learning of arithmetic is the goal throughout. The authors follow the new trend now widely recognized that learning should, from the beginning, emphasize number relationships and be pointed toward developing ability to discover, to generalize, and to reason.

First and second graders cannot deal easily with abstract symbols. Therefore large, simple drawings provide the concreteness of imagery and experience necessary for growth in understanding. Differences in quantity are shown concretely. Many helps are offered for mastering rational counting—counting of pictured objects. There is well planned build-up of the meanings of addition and subtraction through the use of pictures, semi-concrete aids, the abacus, and the hundred chart.

In introducing the child to simple problem solving, emphasis is upon meaning and upon discovering the facts. These books give children a large amount of practice in finding answers by concrete methods. The aim is to help them to build generalizations that they can use in new number situations. In the second-grade book there are many pages of problems. Consistent use is made of various devices that force the child to "go on record" concerning the process used in every problem he solves.

The teachers' notes which appear frequently on the lesson pages and at the back of each number book show that the authors regard these workbooks as a logical and psychological reinforcement of the child's many first-hand number experiences. These are the most successful aids we have seen for coordinating and supplementing the child's everyday number experiences.

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December, 1945

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THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made for themselves a real profession in California.

Good School Conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

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The dues of California Teachers Association are $3 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

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JOHN F. Brady
Chief Deputy Superintendent of Schools
San Francisco 2

State Executive Secretary
ROY W. CLOUD
660 Market Street
San Francisco 4

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The WESTERN JOURNAL *of* EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner W. M. Culp Mabel R. Gillis
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Jottings of a Traveling Bookman

By W. M. CULP

Santa Rosa, California, City of Roses, is all that Chamber of Commerce adjectives describe it and more too. It is a city of the past of Old California and yet a member of the vivid present. It is the county seat of Sonoma County, often called imperial because seven flags have ruled over its historic hills and vales. It is situated 52 miles north of San Francisco on Redwood Highway 101, which runs up through the Redwood Empire. The corporate city of 2¼ square miles has an estimated population of 16,000, and 23,000, including the adjacent community. Santa Rosa is the trading center for the eighth richest agricultural county in the United States. Its citizenry in the main is comprised of descendants of pioneer stock who have prospered by making use of the agricultural advantages of the lands surrounding them. As the Chamber of Commerce in one pamphlet states, Santa Rosa and Sonoma County are imperial "because seven flags have ruled in historic Sonoma County (Juan Rodriguez Cabrillo, 1542; Francis Drake, 1579; Russia, 1811; Mexico, 1822, the Empire; Mexico, 1823, the Republic; The Bear Flag Republic, 1846; The United States, from July 7, 1846); because of Sonoma County's historic features; because of its several hundred recreational resorts, hotels, and camps; because Luther Burbank, General Vallejo and Jack London chose Sonoma County for home and playground; because of Sonoma County's tremendous agricultural and horticultural production; because of its petrified Redwood forest, natural steam geysers, and mineral springs." The bulletin further calls it, "A land to love because it is a land of beauty, charm, history, romance, yet a region intensely practical — a place of homes, of farms, of rich resources, of inviting towns and cities, of splendid schools, of smooth highways, of growing industry, and successful business. It has an equable and balmy climate, taking it where and when you will, it still has variety enough to meet all demands — suit every taste. There is no "unusual weather" in Sonoma County — except that it is unusually good. In 1875 Luther Burbank wrote this to folks back home in New England and it still holds good: "I firmly believe from all I have seen that this is the chosen spot of all the Earth as far as Nature is concerned. The climate is perfect . . . all must like it. The air is so sweet that it is a pleasure to drink it in. The sunshine is pure and soft; the mountains which gird the Valley are lovely. The Valley is covered with majestic oaks placed as no human hand could arrange them for beauty. I cannot describe it! I almost have to cry for joy when I look upon the lovely panorama from the hillsides!

"The gardens are filled with tropical plants . . . palms, figs, oranges and vines. . . . Great rose-trees climb over the houses, loaded with every color of blossoms. . . . Do you suppose I am not pleased to see fuschias in front yards twelve feet high . . . chrysanthemums with bushels of great blooms . . . the birds singing and everything like a beautiful Spring day all the time?"

Santa Rosa is the center for this galaxy of towns and villages: Petaluma—World's Egg Basket; Sebastopol—Gateway to Russian River and Ocean and Center of Apple Industry; Healdsburg, Center of Prune Industry, "Where River and Highway Meet"; Cloverdale—The Orange City; Sonoma—Cradle of California History and Home of General Vallejo; Guerneville and Monte Rio—Centers of Russian River Recreational Region; Cotati—Center of Seed Industry; Geyserville—Grape Industry.

Such is the environment in which Lloyd K. Wood, superintendent of schools for Santa Rosa, works. It is an environment which has in past years built the foundation for a sound educational school system. Superintendent Wood took office in 1941, succeeding to the superintendency from the Santa Rosa High School principalship on the retirement of Jerome O. Cross, who during his two decades or more as head of the system had built a magnificent high school on a 50-acre plat of land at the edge of town covered with beautiful oaks. In addition, Superintendent Cross replaced several outmoded elementary structures with modern school buildings of Spanish-type architecture. The old high school plant was then adapted for use as a junior high school.

During these war years Superintendent Wood has had under his care 4 elementary schools, 1 junior high school, and 1 senior high school. The approximate enrollment at the present time of the elementary schools is 1500 pupils and of the secondary, 1200 students. There are 106 teachers in the system, 52 of them in the elementary schools. Elementary expenditures total $158,000, high school, $211,000. Assessed valuation of the elementary district is $13,475,850, of the high school district, $23,000,000. The end of the war has brought the opportunity for Superintendent Wood and his Board of Education to bring forth again plans for new school buildings. The major project is that of a new junior high school building, to cost in the neighborhood of $600,000, with a capacity of 1200 students. A spot check is being made of new home construction and of old home occupancy to find centers of school populations in the near future. Already a new elementary site has been purchased and as the need arises another elementary school will be erected. Plans are already being drawn for a new girls' gymnasium at the high school.

It might be said at this point that Santa Rosa also is the site of a Junior College, whose district covers most of Sonoma County and is not under the jurisdiction

of the Board of Education of Santa Rosa or Superintendent Wood. The Santa Rosa Junior College is located on a beautiful site adjacent to the Santa Rosa High School, has a separate board of trustees, and is under the direction of President Floyd P. Bailey.

During the past five years of Superintendent Wood's superintendency the major task was to keep the schools functioning under war conditions and to cooperate to

Lloyd K. Wood

the fullest with the demands made upon the schools by state and nation. But in addition, Superintendent Wood has inaugurated a definite program of the integration of all work from the kindergarten through the high school. He has laid great emphasis upon an intelligence testing program, whose progress is cumulative. He has demanded a progressive school system with reasonable mastery of tool subjects—he does not call for their total domination of the school program nor for their being slighted. He has endeavored to bring about more parent cooperation with the problems of each pupil. He believes that the fullest education comes from both teacher and parent seeing what is needed and working toward the same end.

Superintendent Wood is now in his 21st year as an educator. He is a graduate of the University of California at Berkeley of the year 1925. His early teaching experience included teaching at College City and then the principalship there. In 1931 he went to Galt as high school principal. His next position was the district superintendency at Campbell. Then eight years ago he came to Santa Rosa as high school principal and five years later succeeded to the superintendency of the city.

Superintendent Wood is fortunate in the men he has in charge of the Santa Rosa senior high school and of the Santa Rosa junior high school. Thornton H. Battelle is principal of the senior high school, and W. L. Cook is principal of the junior high school.

The Santa Rosa High School is one of the outstanding high schools in the state of California. It has had for years a strong faculty with an excellent academic department as well as one of great strength in both the vocational and agricultural fields. It has been outstanding in dramatics and noteworthy in music. The magnificent main building and auditorium were erected in 1924 on the 50-acre site. In addition to these buildings the plant now includes a music building, an agricultural building, a shop building for auto, wood, and general mechanics, and a gymnasium. A separate girls' gymnasium is programmed for the near future. Eight hundred thousand dollars has already been spent upon the school's buildings. The student body now enrolls 1200 students, only 250 of whom are not within walking distance of the school. The others are transported by a contract system. The high school does not run its own transportation system.

In Thornton H. Battelle the Santa Rosa High School has a principal that knows as much about what is going on in secondary education in the state and country as anyone in the nation. What is more to the

Thornton H. Battelle

point, he puts his knowledge into action. Mr. Battelle is a graduate of the University of California at Berkeley with a B.S. in 1922. He has an M.S. from the University of Southern California in 1939. His previous teaching experience includes one year in the John Marshall Junior High School, Los Angeles, five years as principal of the Maxwell High School, and fourteen years in the Santa Rosa High School, nine years as head of the Commercial Department and the past five years as principal.

W. L. Cook, principal for the Santa Rosa Junior High School, has just returned to his position after spending the past three years as a lieutenant in the Navy. Mr. Cook is a graduate of the University of Redlands of the class of 1930 with a B.A. He came to the Santa Rosa High School as a teacher of history in 1932. In 1940 he was made principal of the junior high school. In 1942 he entered the Navy, from which he has just returned. The junior high school now includes the 7th and 8th grades. As soon as the new junior high school plant is completed Mr. Cook will have the students of the 7th, 8th, and 9th years in his school.

Charles W. Wiggins, superintendent of Sonoma County schools, is looking forward to having most of his smaller county schools in the Sonoma County Library by next summer. The Sonoma County Library was established in 1922 but no money was appropriated by the Board of Supervisors for its functioning till July 1, 1945. Superintendent Wiggins expects to turn over to Miss Frances Murphy of the County Library the books in the County Superintendent's office by next July so that the schools will start with the supply already on hand.

With the end of the war, La Mesa, one of the most pleasant of the suburban communities adjacent to San Diego on the east, is growing tremendously as people are coming out from the city and erecting new homes. District Superintendent David H. Barnes has an enrollment of 1973, the highest in the history of the district. A $380,000 bond issue has been passed and a 12-room building is to be built on an 8-acre site in Rolando purchased a year ago. Additions are also planned for the Spring Valley and Lomita schools. Already 500 pupils are on double sessions.

Thomas R. Turner is in his first year as principal of the Pacific Grove elementary school. He succeds Mr. Robert H. Down, who retired this past summer after more than thirty years as head of the Pacific Grove elementary school and who stood out as a strong leader in Monterey County education circles. Mr. Turner comes to Pacific Grove from the district superintendency of the Brentwood school, Contra Costa County. Previously he had been vice-principal of the Cragmont School, Berkeley. Mr. Turner is a graduate of Chico State College and has done considerable advanced work for a Master's Degree at the University of California at Berkeley. Pacific Grove now enrolls 1100 pupils in its system. Thirty-five teachers are employed. Three new classrooms to house first grade pupils are now being added to the main Pacific Grove elementary building. The school is running on a double session. Seven new classrooms also are being planned for a new site in the south section of the city.

Western School News

Edited by MORRIS WAGNER

NEW STATE SUPERINTENDENT

Roy E. Simpson, appointed by Governor Earl Warren to succeed the late Dr. Walter F. Dexter, has entered upon his administration of California schools with the resolve to "begin where Dr. Dexter left off and to carry on the further development of public education in the State of California." Superintendent Simpson states: "Truly this is an opportune time for all of us to go forward. The public at large is seeking constructively to build a better educational program that will recognize all of those fundamentals so essential to the development of the best American citizenship."

It is said that Governor Warren, in making his commendable choice of Mr. Simpson for this important post, was much impressed to learn of the emphasis which the new state superintendent had always placed on the teaching of history in the elementary and high schools. The Governor believes it is next to impossible for Americans to plan intelligently for the future without a sound knowledge of the past gained through proper attention to history in the public schools.

Governor Warren's high estimate of Mr. Simpson is shared by public school administrators and members of the teaching profession throughout the entire state. He has given outstanding service to the schools of South Pasadena and will provide the same fine administration in developing a unified system of education for the state. While he believes in progressive methods, he also insists upon a firm foundation in the fundamentals of education.

A native of Santa Rosa, Roy Simpson received his training at Pomona and Claremont colleges, receiving his M.A. from the latter. He studied also at the University of California, Berkeley, and at Armstrong College. He began his teaching in the Anderson Union High School, Shasta County, and following service in the Army during World War I, became principal of that school. From 1927 to 1932 he served as principal of the Emerson Junior High School and Pomona Evening High School in Pomona, leaving there in 1933 to become district superintendent of the Gilroy Elementary and High School Districts. He was elected city superintendent of the Santa Cruz Schools in 1937, and remained there until called to South Pasadena as superintendent of the South Pasadena-San Marion High School District and the South Pasadena City School District. During recent years Mr. Simpson has been a member of the State Council of Education and of the Board of Directors of the Southern Section of the California Teachers Association. As a State Council member he has headed several important committees, among them the Committee on Certification and on Junior High School Problems. In 1943-44 he was president of the Association of California Public School Superintendents. He is an active member of the Rotary International and is on the legislative committee of the South Pasadena Post, American Legion.

INSTITUTES

Sacramento, Sierra, El Dorado and Amador counties and Sacramento City held a two and a half day institute, November 19-21.

The outstanding talks were by Dr. Tulley Knoles, president of College of the Pacific, and George C. Jensen, assistant superintendent of schools, Sacramento.

Speaking on "Russia in This Modern World," Dr. Knoles said:

"There is a tendency to overlook national resources of other countries. We have so much, others nations have grown up absorbing the idea that practically all the natural resources of the world have been pressed into this country. This, we know, is not so.

"The border of Russia, right before our eyes, is extending due west. Russia is in a position to equal the United States in horticulture. They have more minerals than we have, all as yet undeveloped.

"In years past we have assumed that British power was due to the juxtaposition of iron and coal. This has a flavor of wisdom, but it is true such conditions exist in other parts of the world. Development, however, has not taken place due to ignorance, superstition, or lack of interest.

"Russia at present is subsidizing research in the exploitation of natural resources and we are going to see the fruits of this policy on a grand scale in the next 50 years.

"There is a tremendous movement and understanding of power among the Russian people relative to changing economic theories, outlook of life and international trade. There was practically no international trade in Russia up to 25 years ago. They now realize that necessity of relationship with immediate neighbors. Molotov has given us to understand that Russia is to take a position as nationalistic as any peoples in the world, and somewhat imperialistic in tendency.

"The structure of the Russian government is different from any in the world, but the Russian people don't believe or understand this is so. They are devoted to their democracy under a one-party government. All pressure groups and various cliques are taken care of or ironed out before an election is held. In our country the process of education, discussion and formulation of theories do not cease the day before an election. We have the necessity of bringing ourselves right up through the various processes of democracy. Any group can organize and register a conviction in an election. There is a tremendous difference in these two types of democracy. As a result there seems no possibility of using language as a means whereby the peoples of these two great nations may understand each other."

Mr. Jensen spoke on the significance of atomic energy. He said in part: "We face the highest point in human history with an accelerated program of devastation and misery. We are writing either the manifesto of a new and enduring age or the obituary of our civilization.

"Historians tell us war has destroyed 15 billions of persons during known history. The recent war has cost millions either their lives or untold misery and two thousand billions in wealth. We have mobilized the world's energy for the purpose of war. Can we now mobilize it for the purpose of peace? Man has become a world warrior. Can he now become a world citizen?

"Throughout the centuries we have moved gradually toward making the world a unit. During the last half century we have moved so swiftly in this direction that the facts have far outrun our practices. During the last four years the United States has been catapulted from an isolationist nation to the very center of an international vortex.

"We move inevitably, in all that we have done and in all that we will do, toward a unity of nations and peoples, or else to the brink of destruction."

INSTITUTES (Continued)

SUTTER AND YUBA COUNTIES held a joint institute which was one of the most successful of recent years during the three days before Thanksgiving. The first day's session, presided over by Frank E. Willard, Sutter County superintendent of schools, was held at Yuba City High School.

Malcolm P. Murphy of Sacramento, president of the Northern Section, California Teachers' Association, reported on accomplishments of the State Teachers' Association, as follows: "The outstanding service provided for teachers and for the welfare of children in California is the legislative program. We have the highest minimum salary, $1800, of any state in the Union. Our retirement system is now second to none. The most important accomplishment over the years has been the sound system of state support. Every boy and girl is guaranteed an equal opportunity for education, regardless of the wealth of the district in which he lives, because each district receives $80 from the state for each elementary pupil in average daily attendance and $90 for each secondary student."

Mr. Murphy also outlined the objectives of the National Education Association, which leads the education movement nationally. He urged teachers to support both organizations in their program for the betterment of the schools.

Mrs. P. D. Bevil, State Chairman of Legislation for the California Congress of Parents and Teachers, reported: "Membership in the California Congress of Parents and Teachers is approaching 500,000. The members believe that the welfare of the child demands adequately trained and adequately paid teachers. They support legislation to that end. They have established $50,000 in scholarships for young people planning to enter the teaching profession."

Miss Helen Heffernan, Chief, California State Division of Elementary Education, whose subject was "Education in This New World," embodied in the following ten points her main objectives for the improvement of education for all children:

1. Extension of education downward to the age of three years.

2. Constructive programs of parent education — for those who are parents now and those who will be parents.

3. Education for twelve months of the year. This does not mean twelve months of book study, but continuous development of mind, muscle, health, and character, under the school leadership. School vacation camps, recreation programs, work - play routines, etc., extending throughout the year, would occupy children profitably during times when lack of occupation often causes trouble.

4. Discovery and development of the individual talents of every child.

5. Reduction of the size of classes to not more than twenty-five or thirty children.

6. Special education for all who are handicapped — the physical, the mental, and the sensory.

7. Education which is closer to community life.

8. Democratic organization of classroom and all other group activities.

9. Provision of psychological and psychiatric service to all. 270 in every 1000 have abnormalities of mind or emotional instability. There are more people under treatment in mental institutions than in those for physical disability.

10. Effort to attract to the teaching profession persons of the highest level of intelligence and understanding. This can best be done by doubling the salaries of teachers.

Dr. J. Cecil Parker, Curriculum Coordinator, San Francisco Schools, emphasized the stimulus to scientific trends in high school and college education, contributed by the atomic bomb. He said that the use of the electronic principle to contribute to our comfort and ease in everyday life is very near. It will even be possible to heat whole cities by hanging little suns in the streets, for instance. Intensive training in the social studies, also, said Dr. Parker, is necessary to keep our culture advancing in line with our scientific understanding. Sufficient attention to mathematics continues to be given, too, he said. Also, there is increasing coordination of school classes with outside work, giving school credit for the part time spent in regular shop and office jobs.

The high school group session was in charge of Marion McCart, District Superintendent, Yuba City Union High School, while the two elementary sections were presided over by Chester D. Winship, District Superintendent, Yuba City Elementary School, and by Ben Church, principal, Live Oak Elementary School.

At the former session, Dr. Ray Dean, Acting Assistant Superintendent, Elementary Schools, Sacramento, took up basic requirements and methods in Arithmetic and Reading.

During the latter session, Miss Heffernan gave many points to be observed in helping beginning and new children to become happily and successfully started in the new situation. "In order to do well, we must feel that we are wanted."

Tuesday and Wednesday sessions convened in the Yuba College auditorium in Marysville, with Agnes Weber Meade presiding. Group sessions were presided over by R. R. Lichty, principal of Wheatland Union High School, and John H. Palmer, city superintendent, Marysville schools.

An encouraging note was sounded by Dr. H. B. McDaniel, Supervisor, Occupational Information and Guidance, State Department of Education. He stressed that the great new technical developments will be used for the benefit of us all, that most industry will be based on mass production, that individual interests and capacities will be developed and enjoyed in the longer leisure periods thus made possible. He emphasized the fact that our schools must teach children cooperation and recognition of each person's contribution, and must help them to be able to fit into any situation and to be able to make their own way. He said, too, that a mentally healthy classroom, like a mentally healthy home, is a place of security and confidence for the child. Smiles, a cheerful, friendly atmosphere, where every person experiences success, characterize the real educative element.

Francis W. Noel, Chief, State Department of Audio-Visual Education, stated that just seeing a film or listening to the radio for enjoyment is not audio or visual education, which we are told the armed forces so successfully use in their training, and which we expect to use increasingly in our schools. These devices and others, new and old, must be used in a learning situation. Students must know why they are seeing a film, slide, chart, map, etc., or listening to a broadcast or a recording, and they must know what to look or listen for. It must be followed by discussion, testing, and "opportunity for students to relate to other experiences what they have thus learned, or to apply their newly gained insights to everyday problems. Thus, instruction will be enriched and education improved."

Yuba County Teachers Association elected officers for the coming year as follows: president, J. J. Collins; vice-president, Hazel Redwine; secretary, Martha Bossen; treasurer, John Palmer.

San Mateo County held its annual institute December 7 in Redwood City. Miss Pansy J. Abbott, county superintendent of schools, presided at the general session which was preceded by an elementary teachers' meeting at the Sequoia Union High School and a secondary school teachers' session at McKinley School. A. C. Argo, superintendent of the Sequoia High School District, welcomed more than 1000 teachers attending the meeting at the McKinley school, where they were addressed by Dr. Elmer Staffelbach, of San Jose State College. Touching briefly on military conscription, Dr. Staffelbach explained that the national service should not be a series of field maneuvers for the majority of youths but an opportunity to enter specialized educational fields such as the diplomatic service:

"The boys would be put through a screening and then allowed to choose a certain field where they could be of some value to their country in time of need. This would provide a citizens' army, not a professional army and a secretary of national defense who would have educators and scientists on his council as well as chiefs of the army and navy," the professor stated.

Dr. Staffelbach, a recently released army colonel, stressed that the American school system was directly responsible for "our having been able to win the war. The great citizen body whose idealism and faith in democratic principles was instrumental in backing the war effort was unified and drawn together through the ideals and principles they had learned in school. The productive and distributory arms of the nation which made the planes and guns couldn't have been one-tenth as effective without the people having some background and rudiments of education. And the third reason for our winning the war, —the highly trained, highly specialized soldiers and sailors of this nation were just that because of civilian educators."

Elementary teachers heard Margaret Girdner, Supervisor of Texts and Libraries, San Francisco, discuss "Visual Aids in Education." Members of a panel discussion held as part of this meeting were W. Earl Whitaker, principal, Lincoln School; Ethel Vicenus, Garfield School; O. H. Olson, superintendent of Menlo Park schools; Wilma Rockman, San Carlos Central Schools; and Roy Liddicoat, superintendent of the Ravenswood School District, East Palo Alto.

NEWS NOTES

Frederick K. Martin, superintendent of the Chico city schools, is having more than an ordinary curriculum supervision job done in his system. Integration from the kindergarten through the high school is closely in the hands of Harry F. Wandling, co-ordinator of curriculum, and of Miss Eleanor Crouch, assistant curriculum co-ordinator. These people work very closely with principal and teacher committees on courses of study and school procedures.

Virgil G. Howard, district superintendent of the Mendota grammar school, located on the West Side of the San Joaquin Valley of Fresno County, California, together with his board of trustees is solving the teacher housing shortage in a very practical manner. The school district has gone into the landlord business. It was begun in earnest two years ago, when the great growth of the area found no accommodations for teachers, and no teachers if no accommodations were found. The district now owns 6 houses as teacherages and is just completing 4 new apartments. All told, when the latest additions are completed 13 teachers will be living on school property. There are 17 teachers in the system. The new four-apartment unit is costing around $10,000. Each apartment is furnished and rents for $25. It includes kitchen, bedroom, shower, and sitting room. All told, some $31,000 has been spent by the district in securing accommodations for the teachers of the system.

Chester D. Winship, district superintendent of the Yuba City, California, grammar school has an increase of over 16 per cent in enrollment this year. His building is handling more than 1000 pupils. It was built to handle around 600. Additional room will have to be found in the near future.

A. W. Ray, district superintendent of the Roseville, California, grammar schools and his board of trustees are firm believers in old-time sound fundamental subject matter and methods of teaching. The use of such procedures is proving more than satisfactory when pupils run up against the standard tests.

Lt. D. S. Hamilton, now in the Navy, is expected back to take up his position in charge of Visual Education for the Sonoma County Schools some time this coming Spring.

North Sacramento, California, schools, are this year under the district superintendency of Fred K. Robinson, who has the distinction of being a native of the community who attended first grade in the district school in 1914 when the enrollment was 14 pupils. Now he is superintendent, the enrollment is 2500, there are six schools, and two more are to be built out of a bond issue passed before the late war. Mr. Robinson knows the problems of the community since for the past 14 years he has been in the school system as teacher, principal, and attendance officer. The system is now running 70 classes with only 59 classrooms. The 29 double sessions will cease as soon as the new school buildings are built. North Sacramento, which is across the American River from the state capital, Sacramento, has grown with the tremendous expansion of the area. It is hoped the two new schools will handle the growth which is continuing day by day.

C. L. Sullivan was elected this summer to the district superintendency of the Fairfield, California, elementary school. Mr. Sullivan is a graduate of Chico State College of the year 1939. He has extensive experience in schools in Sacramento, Placer, and Colusa counties. He started teaching in the Stanford Junior High School, Sacramento, and was in Roseville and Auburn. He came to Fairfield from Williams, Colusa County, where he was principal of the grammar school.

Thomas E. Evans is in his second year as district superintendent of the Concord, California, elementary schools. He is a graduate of the class of 1936 of Chico State College. His experience includes that of teacher, principal, and rural supervisor of county schools. His first work was in rural schools of Plumas County. He was principal of the Rocklin school, Placer County, California. From that position he became general supervisor under Elwyn H. Gregory, superintendent of Placer County schools for two and one-half years. He entered upon his present position in Concord last February. Pupils in the system now number 1330. Double sessions have to be held. A bond issue of $195,000 has already been passed. The erection of two new schools is the job of the near future.

Newhall, California, north of Los Angeles, some 25 miles just over the ridge from the San Fernando Valley, is located on the washings from the surrounding mountains and canyons. Here is one of the first oil fields in California. Oil is still recovered from wells in the surrounding hills, and a refinery is one of the town's greatest assets. Here, also, is the home of William S. Hart, one of the silent movies' great stars, whose home has now been turned over to the state as a park. The city's schools are under District Superintendent Lester C. Dalbey in his 15th year in his present position Up to last year the Newhall elementary district was a part of the Los Angeles Union High School District, and pupils were transported to the San Fernando High School. By a vote of 1000 to 7 the community voted to withdraw from Los Angeles and have its own high school. The withdrawal is being made gradually. This year Newhall is handling only its 9th year pupils, next year it will take on the 10th year. Students in the upper grades are now being educated under contract with the Los Angeles system. A bond issue for $300,000 for a new high school plant was passed 432 to 2. A new site of 27 acres has been secured for the high school campus. The new high school is named the William S. Hart Union High School. It is planned to spend $175,000 this coming year for accommodations to handle the pupils of the 9th and 10th years on the new site. This year there are 80 pupils in the 8th grade who are being taught in the elementary school buildings. The Newhall high school district includes the elementary school districts of Newhall, Saugus, Castaic, and Sulphur Springs. The Newhall elementary school building is a fine new structure erected after destruction of all but three classrooms of an older building several years ago. A fine auditorium for 650 was built in 1941. Superintendent Dalbey is an employee of both the elementary and high school districts. Half of his salary comes from each district. Mr. Dalbey is a graduate of Chico State with a B.A. and has an M.A. from the University of Southern California. Before coming to Newhall he had extensive experience in the schools of Lassen and Yolo counties.

Siskiyou County is in the northern reaches of California adjacent to the Oregon State Line. Dominating that area is Mt. Shasta, in winter a shining white mass from over 14,000 feet to the forests at its base. Located near-by, to the west, is the town of Mt. Shasta, known to thousands of teachers as the home of Chico State College's summer session. Here also is a fine elementary school under the supervision of District Superintendent Maybert Brush. He has a growing school of 365 pupils. The building is of new modern construction, having been built in 1941. Present plans call for the erection within a year or two of an auditorium, three new classrooms, and a cafeteria. Mr. Brush is a product of Arcata State College, the University of California, and the University of Southern California. He has his secondary credentials from Oregon University. This is his second year at Mt. Shasta. Previously, for many years, he taught in the Pittsburg Junior High School.

Kenneth P. Glines, district superintendent of schools of the Vaca Valley Union School, Vacaville, California, is in the midst of a $93,000 bond campaign. The classrooms are overcrowded and new facilities are needed. The present site of the school of three acres has proven inadequate. The school board is acquiring a new site of 8.4 acres centrally located upon which there can be expansion. The present site and building, erected to hold 500 pupils, is housing 715 pupils. Mr. Glines is in his second year at Vacaville. He formerly was a principal in the Cornell elementary school, Albany, California, and came to his present place from Dunsmuir, California, where during his six years stay he carried through an excellent building program.

Placer College, under District Superintendent Harold E. Chastain, has maintained a faculty at the DeWitt General (Army) Hospital, during World War II. The hospital closes December 31, 1945, and at that time the college is inaugurating a new program for veterans, war workers, and adults, utilizing the hospital faculty on the regular campus. A veteran may enter at any time during the year, receiving tests, counselling and guidance, take any courses that fit his needs (from elementary school refresher courses to upper division college work), work as many hours per day or evening as his personal schedule permits, and receive credit for a high school diploma or junior college degree when he has met the necessary requirements.

A housing bureau and an employment agency are set up to assist veterans. Placer's program is constructed to accommodate the veteran who, because of his war experiences, is not desirous of returning to a regular high school to take a regular high school course. Full credit will be given for military service and courses taken while in the armed forces. No fees, except the cost of books, are charged. The program is fully accredited.

NEW HORIZONS IN TEACHING
Presented in the hope that they will prove interesting and useful to you

For Teachers in search of enjoyable, easy-to-get-up Christmas Program

Christmas Carols as musical background for Shadow Pictures might prove just what you're looking for. The pictures can be made by simply arranging characters and objects between strong light (80 watt bulb or equivalent) and ordinary bed sheet hung up by rope.

As costumes are invisible, can be made from anything giving desired effect. Music may be group singing or records, etc. Possible Picture-carol combinations might be:

1. Madonna and Babe. Music—Silent Night; Come, All Ye Faithful.

2. Several pupils with cardboard wings tied to arms. Music—Hark the Herald Angels Sing; Angels We Have Heard on High.

3. Three turbaned kings bearing gifts. Music—We Three Kings of Orient Are; First Noel (1st, 2nd verses).

If further interested you might care to consult your library on shadow pictures and their production—your record shop for carols.

We hope the foregoing is helpful to you just as in the past Wrigley's Spearmint Gum has been helpful to millions of people. Z-167

Remember this wrapper—*it is empty now and will stay so until it is again practical to produce chewing gum of such peacetime quality and flavor.*

SOLANO COUNTY SCHOOLS

Solano County, California, is one of the most historic counties of this historic state. Northeast of San Francisco some forty miles, its rolling hills and fertile valleys and wide-spread marshes reach up from San Pablo Bay, the Carquinez Straits, Suisun Bay, and the Sacramento River to the more hilly land of Napa County in the north and the flat lands of Yolo County in the Sacramento Valley. The county seat, Fairfield, lies almost at its geometric center. Here Benicia and Vallejo in early days were the seats of the State government and in these late war days have been sites of tremendous war activities, Benicia being the site of a great war arsenal and Vallejo, with its Mare Island Navy Yard, a major sea base in the Bay region. Here abound airfields that in all likelihood will be more or less permanent bases. From Solano County valleys, especially from the Vacaville section, come the first cherries to be sent to the eastern states, when snow is yet two months to be on the ground. U. S. Route 40 from San Francisco to Sacramento and on across the Sierras passes through the middle of its boundaries. Sight-seers marvel at the beauty of its clear-cut brown hills in summer and vast slopes of rolling green grass when the rains come. The marshes have been the source of inspiration for many paintings.

Educationally, Solano County, since the time of Dan White, has played a part in the history of the State. Dan White, during his fifty years of service as teacher and county superintendent of schools was known up and down the length of the State as a steady and practical school man. The reins he relinquished have during the past eight years been in the hands of Tennant C. McDaniel as superintendent of schools for Solano County. Mr. McDaniel, a supervisor of instruction under Dan White, has carried on a solid education program and has given it more than ever the professional touch. While parts of the country have gone somewhat rampant in educational theory Solano County has held to fundamentals to a degree considered far too severe by those on the other side of the fence. Mastery of subject content has still been a goal. Eighty per cent has been the passing mark for promotion from one grade to another, which is a far call from shoving every pupil forward to keep him with his chronological age group.

These war years have brought a great growth in population. School enrollments are up around 55 per cent. Most of the growth has been in the city of Vallejo, where some 9 new schools have been built to handle the increase. Outside the city of Vallejo the elementary school enrollment now is around 3560, up over a 1,000. The high school enrollment is 1228, also a great increase. The past several years have seen the continuation of the unionization program in the county. Soon, it is hoped, no school in the county that would benefit from unionization with some other schools, will be out of the program. The school budget has increased in the past several years three-fold. Already, the minimum elementary county teacher salary has almost reached $2,000. This year there are only two or three teachers in the elementary schools of the county receiving less than that sum. For the past eight years the Solano County teachers have supported the California Teachers Association 100 per cent. As a result they have six members on the Council of the Bay Section C. T. A. and two on the

Tennant C. McDaniel

State Council. For the past three years Superintendent McDaniel has been a member of the Legislative Committee of the C. T. A. and was an ardent worker for Amendment No. 9 passed last year, which has been such an aid for increased educational facilities in the State. In Institute programs the teachers receive information from outstanding personages. In the Institute held this November 18 and 19 at Vallejo were such persons as Kumar Goshol, author and lecturer on the Orient, Dr. Frank W. Thomas, President of Fresno State College, Rex Nicholson, Managing Director of Builders of the West, Inc., Dr. Frank N. Freeman, Dean of the School of Education, the University of California, Berkeley, Dr. William G. Sweeney, Professor of Education at San Jose State College, and Dr. B. F. Enyeart, Chief of the Veteran Adjustment Bureau of the State Department of Education for California.

For a further step in purposeful education Superintendent McDaniel and his County Board of Education this past August adopted a new Teachers' Manual as the Elementary Course of Study of the Solano County Schools. This was a cooperative effort in which the County Board of Education, made up of P. G. Jacobs, district superintendent, Rio Vista, president, Tennant C. McDaniel, Fairfield, Secretary, Floy P. Weeks, Vallejo, Annie Pennycook, Vallejo, C. A. Jacobs, Dixon, aided by county music supervisor, Anna Kyle, and general supervisors Paul Walters and Harry D. Wiser, together with committees of teachers and principals, gave specific and direct information as to subject matter to be covered in relation to its grade placement.

The new Teachers' Manual is one of the most concise and fundamental courses of study yet published in the state.

The table of contents contains such items as Promotion, Graduation, Reports, Pupil Attendance, Textbooks, Fire Drills, Janitors, Audio-Visual Aids (a new provision for the enrichment of the Solano County schools begun this fall by Superintendent McDaniel), Arithmetic, Art, Health Service, Language Arts, Manual Training and Sewing, Music, Physical Education, Reading, Safety Education, Science and Nature Study, Social Studies, Additional Social Studies Material, Teachers' Professional Reading List.

Several items stand out in this program of work. Perhaps the most controversial is the amount of number work, spelling, and writing required in the first two grades. Superintendent McDaniel believes children come to school to learn to read and number and write and believes that they should be taught such things from the very beginning, when their interests are at fever heat. Also of interest is the amount of space given to the Art Program—some 19 pages, considerably more than to any other subject, and last but not least a Teachers' Professional Reading List, of some eight solid pages of titles which would be a challenge to any professor of education. To keep the teachers on their toes the County Board of Education reserves the right at any time to have the various classes take examinations to find out if the teachers are covering the salient points of the County Course of Study.

Library News

Edited by MABEL R. GILLIS, State Librarian

NEW BOOKS FOR BOYS AND GIRLS

The following list of books for young people has been prepared by Wilhelmina Harper, Librarian of the Redwood City Public Library, and well known author and compiler of children's books. We are fortunate to have an authority of Miss Harper's reputation prepare this list for our column. It should be of interest and value to both teachers and librarians—Ed.

For Younger Children

NECESSARY NELLIE, by Charlotte Baker. Coward, $2.50. "Nellie was a little white dog who adopted five children and who had to prove to be necessary before they could keep her." Younger readers will be fascinated with this story of valiant Nellie who discovered the long lost treasure and proved to be necessary indeed. Grades 3-5.

DULCIE SEWS A SAMPLER, by Jack Bechdolt and Decie Merwin. Dutton, $1.50. This new "Dulcie" book tells about the happy times a little girl had each day with her playmates and her animal friends. Grades 3-4.

TWO IS A TEAM, by Lorraine and Jerrold Biem. Harcourt, $1.75. Young Paul and his Negro friend Ted each wanted his own way and things didn't go very well for awhile. But when they finally learned to work together they had a wonderful time. Ably pictured by Ernest Crichlow. Grades 2-4.

LITTLE BOAT BOY, by Jean Bothwell. Harcourt, $2.00. Delightful story of the happy home life and adventures of a little boy of India whose family lived in a mat-boat in the Himalaya mountain region. Well written and attractive format. Grades 3-5.

THE ANTIQUE CAT, by Bianca Bradbury. Winston, $2.00. When old Solomon, the hungry alley cat, set out to find a real home, he never dreamed of the good fortune ahead. A most pleasing story with Diana Thorne's illustrations. Grades 3-4.

TURTLES, by Wilfred S. Bronson. Harcourt, $1.75. Animated pictures and text describing the life and habits of the various kinds of American turtles. Also tells how to care for pet turtles. Little folks will enjoy this book. Grades 2-4.

YU LAN: FLYING BOY OF CHINA, by Pearl S. Buck. Day, $1.50. Yu Lan, a little Chinese boy who lived on a farm, cared for nothing in the world but airplanes and longed to learn all about them. One day when a friendly American flyer made an emergency landing near his home, the way opened for the realization of his dreams. Grades 4-6.

THE CHRISTMAS WHALE, by Roger Duvoisin. Knopf, $1.00. Just before Christmas Santa's reindeer contracted the flu and he was in a great dilemma indeed. But all the North Pole animals came to his rescue and decided that the great whale was just the one to help deliver the presents to children over the world. There is fun for everyone in this jolly tale. Grades 2-3.

THE BURRO OF BARNEGAT ROAD, by Delia Goetz. Dutton, $2.00. Amusing story of the independent young burro that Grandma and Grandpa Pebbles imported from Mexico to provide entertainment for the children during their summer on the farm. Grades 4-5.

THE FORGETFUL ELEPHANT, by Jean Greene. McKay, $1.00. Little Max, the baby elephant, was the despair of his circus trainer because he just couldn't remember anything. How he finally became a star performer makes this a jolly picture-story for youngest readers. Grades 2-3.

RAG'S DAY AND MRS. SILK, by Helen Hoke. Messner, $1.00. After taking the children to school each morning, Rags, the pet Wirehair, had a wonderful day visiting his many friends. Mrs. Silk was a lovable Cocker whom the whole family depended upon. Full-page pictures by Diana Thorne add to the book's definite charm and attraction. Grades 2-4.

SIBBY BOTHERBOX, by Mabel Leigh Hunt. Lippincott, $2.00. All about a small girl's happy family life and of the great excitement when her beloved Uncle Willie comes to spend the summer. Her imaginary playmate and confidant Sibby Botherbox is always at her side until the new neighbors move in next door. Younger readers will love this book by one of their favorite authors. Grades 4-5.

SIR LANCELOT AND SCAMP, by Margaret S. and Helen L. Johnson. Harcourt, $1.75. A new Johnson dog story is always a welcome event. This one proves just as interesting as all the others and tells of the loyal friendship between a greyhound and a small spaniel who lived on a farm and had exciting times together. Excellent illustrations. Grades 3-6.

ILENKA, by Lee Kingman. Houghton, $2.00. "Ilenka had everything in Russia to make her happy." Still, she was very sad because she just couldn't decide what she wanted to be when she grew up. But at last she made just the right decision and was very happy again. A lovely picture-story with quite outstanding illustrations in color. Grades 3-4.

STRAWBERRY GIRL, by Lois Lenski. Lippincott, $2.50. Birdie Boyer's family were Florida "Crackers" who raised strawberries for a living. But the enmity of neighbors almost ended their plans. How the families become friends at last makes this quite an absorbing story of childlife in the Florida backwoods country. Excellent illustrations by the author. Grades 4-6.

MY MOTHER IS THE MOST BEAUTIFUL WOMAN IN THE WORLD, by Becky Reyher. Howell, Sockin, $1.50. So said the little Russian girl lost in the wheat fields who tried to describe to her rescuers the mother she so loved but who could lay no claim to beauty. Delightful Russian folktale with handsome illustrations in color. Grades 3-4.

THE GOLDEN SONG BOOK, by Katharine Wessells. Simon & Schuster, $1.50. Here are children's best-loved songs, the Mother Goose and others, in most attractive edition with many illustrations chiefly in color. Grades 3-4.

For Older Boys and Girls

HARVEST OF THE MOON, by Erick Berry. Macmillan, $2.00. Fine tale of the early Dutch settlers of the Hudson Valley and of the brother and sister who lost their farm, only to regain it again. There is lively adventure and a mystery

to be solved. The author's illustrations add much to the book's interest. Grades 7-8, and high school.

THE GULF STREAM, by Ruth Brindze. Vanguard, $2.00. This handsome volume, with Helen Carter's striking illustrations, tells the story of the "great ocean river" with much of historic interest interwoven. Grades 5-8.

NORTH FORK, by Doris Gates. Viking, $2.00. A rich city lad goes to spend a year in a small lumber town in the Sierra Nevadas where the population is chiefly Indian. Ignored at first because of his rather snobbish attitude, he soon learns to meet his schoolmates on an equal basis and forms some fine friendships. A story to hold any boy reader. Grades 6-8.

LAUREL FOR JUDY, by Helen Hull Jacobs. Dodd, $2.00. Fifteen year-old Judy was happiest when riding in the Berkeley hills with her horse and dog, but when she finally decided to become a tennis champion her life became quite serious. Lively story with considerable romantic interest. High school.

HERE IS INDIA, by Jean Kennedy. Scribner, $2.75. This attractive volume with its many photographic illustrations, tells much of the customs and the people of India, their religion, the climate, etc. A book of definite interest and value. Grade 8, and high school.

JUST JENIFER, by Janet Lambert. Dutton. $2.00. Story of a family of resourceful "army" youngsters left on their own with sixteen year-old Jenifer in charge. There is plenty of excitement and fun and enough romance to hold any girl reader. Grades 7-8, and high school.

LANCE OF MYSTERY HOLLOW, by H. R. Langdale. Dutton, $2.00. This gripping adventure tale relates the experiences of a young lad of Vermont whose great longing to own a horse of his own is achieved when he solves the strange mystery at the "Hollow." Grades 6-8, and high school.

SENTINEL OF SNOW PEAKS, by Harold McCracken. Lippincott, $2.00. Exciting story of the Alaskan wilds and of Sandy the old prospector who loved the country and the animals in it, especially the handsome young ram who guarded his flock from the marauding wolf pack. A story to interest girls as much as boys. Grades 7-8, and high school.

SKIPPY'S FAMILY, by Stephen W. Meader. Harcourt, $2.00. A great tale for youthful dog lovers being the "true history of a small brown mongrel dog, a wholly unremarkable dog, except to the family which knew him best." Grades 5-8.

THE MAN ON THE RAFT, by Felix Riesenberg. Dodd, $2.00. This vivid war story relates the unusual experiences that befell a young midshipman making his first voyage on a merchant ship en route to the Pacific on secret mission. Much action and interest throughout. Grade 8, and high school.

THIS IS THE NAVY, by Critchell Rimington. Dodd, $2.75. In simple text and with impressive photographs the author provides valuable information concerning "the navy in action, on sea, on land, and in the air." A volume of definite interest. Grades 6-8.

ART IN THE NEW LAND, by Charlie May Simon. Dutton, $3.00. A well-known author presents interesting sketches of the lives of sixteen American artists together with reproductions of some of the greatest American masterpieces. Grades 7-8, and high school.

HULL-DOWN FOR ACTION, by Armstrong Sperry. Doubleday, $2.00. The author of "The Lost Lagoon" and other favorite stories for boys relates the hazardous experiences of Judd Anders who loses his ship in the South Pacific due to mutiny on board and finds himself and three friends adrift on a raft. How they finally reach Guadalcanal and recapture their ship makes this one of the most rousing adventure tales of the season. Grades 7-8, and high school.

THE SILVER INKWELL, by Phyllis A. Whitney. Houghton, $2.00. How an ambitious young girl changes her job from a library to a publishing firm and achieves her goal of becoming a writer after much lively experience. Quite an engrossing tale with action on every page. High school.

DOGS, by Ylla. Harper, $2.00. Handsome full-page photographs of many dogs by an expert in the art of animal photography. Will interest any age. Grades 6-8, and high school.

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TEXTBOOKS OF DISTINCTION

Book Reviews

From D. C. Heath and Company

ESSENTIAL VOCATIONAL MATHEMATICS, by Claude H. Ewing and Walter W. Hart. Price, $1.60. This new text is distinctive in its provision for the mathematical needs of students in twenty-two vocational subjects. The arrangement of subjects in the text and that of the topics within them is determined by the order of their usefulness. Arithmetic, obviously the most valuable, comes first and is emphasized throughout. It is followed by practical geometry, algebra, and trigonometry. Some of the vocabulary of geometry appears early, because it is needed for discussion and use of the geometric drawings that accompany vocational problems. Instruction in geometry includes all the practical geometry that is needed by students and workmen in the trades. Only those geometric facts are presented that are needed in at least one trade. The instruction in practical algebra definitely is not a brief course in traditional algebra. It is guided by the principle of teaching through use. Instruction in trigonometry is limited to that which is needed. The meaning and use of the tangent, sine, and cosine are thoroughly taught. The meaning and use of logarithms and the slide rule are omitted because a basic course does not provide time to study them adequately.

FACTS AND OPINION, by Wood, Husband, and Bacon. Price, $2.20. This book of nonfiction prose concentrates on the literary forms which high school students habitually seek for their reading. The material represents the best balance between current interests and permanent values. The collection aims to stimulate the high school student to: 1, careful examination of values and their application; 2, active and continued interest in problems and situations which the pupil can recognize as being significant to him; 3, the desire to extend understanding of the problems through wider reading in the directions suggested by the text content. Understanding and unity between the North American and South American nations is of such increased importance that eight of the text selections deal with aspects of life on the two continents. *Fact and Opinion* includes editorials, news features, reviews, digests, articles—the short forms which play an increasing part in modern literary communication; and excerpts and condensations—the longer forms which provide practice in sustained reading.

GEOGRAPHY FOR THE AIR AGE

INTRODUCTION TO GLOBAL GEOGRAPHY

By BERNICE BAXTER *and* THAD STEVENS

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Maps and Map Making
Projections
Weather and Climate
Important Water and Land Areas
The Earth and Its Movements Explained
Gravitation
New Ideas of Distance and Direction

List Price $1.92

HARR WAGNER PUBLISHING COMPANY
San Francisco

From the World Book Company

MY THIRD NUMBER BOOK, by John R. Clark, Ruth I. Baldwin, and Caroline Hatton Clark, with the cooperation of Monica M. Hoye and Rita Frame Dewey. Price, $.48.

Many pupils in third grade have difficulty with beginning arithmetic. Possibly they are not ready for formal textbook work. They seem to have trouble making the change-over from workbooks to a formal, stylized textbook. Perhaps they need more direct instruction in the use of their work materials.

With this need in mind, the authors have prepared *My Third Number Book*, a new type of book for third-graders combining the advantages of a workbook and a textbook. Plenty of room is provided to practice making figures from good models. The book has more space for bead frames, number charts and practical work of this kind. It allows the pupil to work his examples and thus keep a continuous record of his achievement.

My Third Number Book is designed for basal use in the third grade as an alternative to a bound textbook. It is not planned as a supplement to a textbook nor does it require a supplemental drill book or workbook.

The specific skills, concepts and relationships which are presented are those of a basic arithmetic course in third grade. In schools where the first three grades are organized into a primary department, *My Third Number Book*, used with *My First and My Second Number Book*, will offer a complete and unified course for the three years' work.